

SEP 25 1892

THE AMERICAN School Board Journal

VOL. IV.

CHICAGO, JULY, 1892.

No. 7.

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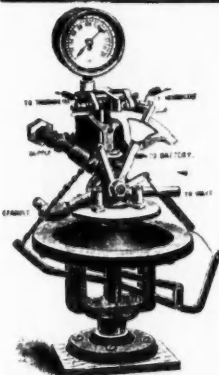
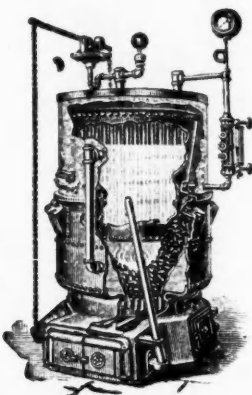
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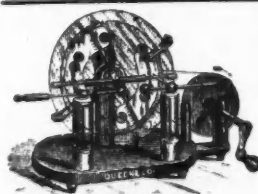
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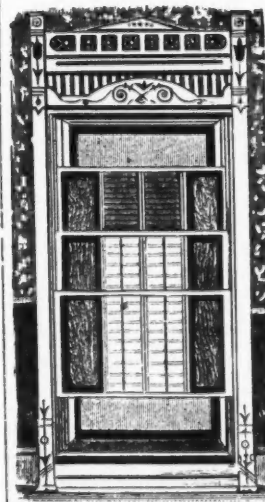
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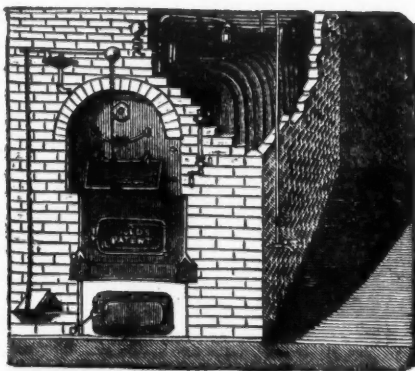
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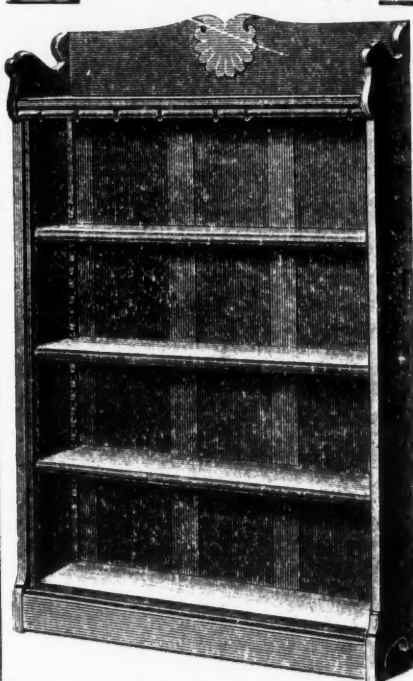
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VOL. IV.

CHICAGO, JULY, 1892.

No. 7.

ADEQUATE MEANS OF VENTILATION.

The condition of the public schools, from a sanitary point of view, has been the absorbing subject of the New York City Health Board for many weeks. Dr. Cyrus Edson, the Sanitary Superintendent, has been untiring in his efforts to gather all the information possible in the matter. In his report to the Board of Education he says:

"In other cities and states, more especially in Massachusetts, excellent work has been performed by the authorities in effecting proper ventilation of school buildings. The outcome of this work has demonstrated that some system should be so arranged and operated as to force into the rooms a supply of fresh air equal per minute to about thirty cubic feet per capita, and by outlet ducts so constructed as to permit egress of partially respired air.

Dr. Parks, one of the best authorities on ventilation, states that the ventilation of a room is imperfect when it fails to introduce fresh air in sufficient quantity to remove all sensible impurities, so that coming from the external air we shall not perceive a trace of odor, or any difference between the room and the outside atmosphere in point of freshness. He found by repeated experiments that the organic products of respiration began to be manifest to the senses when the carbonic acid of the air of an occupied room reached six volumes in 10,000, its proportion in pure air."

NO STANDING COMMITTEE.

The School council of Cleveland, O., has decided to have no standing committees. It is proposed to transact business either in committee of the whole or by special committees. How this will work remains to be seen. It is the opinion of gentlemen, who have extended experience in school affairs, that it will be extremely inconvenient to transact business without standing committees.

TEACHER CANNOT COUNT A LEGAL HOLIDAY.

A singular case recently arose in Colorado where the teacher opened school on a legal holiday. Later she closed school one day and in making her report counted the holiday, upon which she opened school, in lieu of the day on which school was closed, thus making a day do double service. Upon settlement the board refused to pay for the day upon which school was closed, claiming that they had not authorized her to make up time in this way. She appealed to the county superintendent, who decided that the teacher could not collect for school taught upon a legal holiday, but that the board had the power to declare the day upon which she closed school, a special holiday, and thus compensate her for work done upon the

legal holiday. The State Board of Education sustained the decision of the county superintendent—in brief the teacher cannot teach on Feb. 22d, a legal holiday, and close school on Feb. 23d, and count Feb. 22d, to make up for the day on which school was closed without the consent of the board. The board may declare Feb. 23d, a special holiday in lieu of work done on Feb. 22d.



A. W. GUMP,

President Board of Education, Dayton, Ohio.

IS THE BOARD LIABLE?

The board of education of Sabina, O., dismissed a teacher from the schools because of gossip regarding her character.

Dispensing with the legal formality of filing a written charge against her and giving her a chance to be heard in her defense, the school board seemingly took everything for granted and dismissed her in short order. Her successor was forthwith employed and taught the remaining four months of the school year. She has suit brought for \$160, the amount that would now be due her had she taught the entire year. There will be bitter contest over its payment, but the probabilities are that the dismissed teacher will get judgment for the full amount claimed.

CAN THE BOARD CONTRACT SUCH DEBTS.

The Detroit board asked for \$30,000 for the item of free text books, but the council and board of estimates cut it down to \$20,000. In the \$30,000 asked for free books was included the cost of the stationery, and now when it appears that there will not be enough money to furnish even the books, the board contemplates asking the supreme court to decide the following question: "If the \$20,000 will not pay for all the books required, can the board legally run in debt for the balance, and also for the year's supply of stationery?"

The way to get this question before the supreme court has been canvassed, and it is proposed to do it by an amicable suit. Some citizen will move for a mandamus to compel the board to show cause why it should supply stationery in addition to the free text books, and when this is decided the board will know just where they stand.

IS THIS TRUE?

Pres. Eliot, of Harvard College says: "We are all wrong in supposing that we have the best school system in the world. There is not a country in the north of Europe that has not a better system. Immigrants who come to our shores from abroad will be found to have received far better school training in what are denominated the "common branches" than the average of the rural population of this country."

A. W. GUMP.

The subject whose portrait adorns this page, is a striking example of a self-made man, reared and established in business in the city of his birth. He graduated from the Dayton High School in 1871. After graduation he kept books for three years and out of his savings, \$200, started a toy and fancy goods store. In 1880 he added bicycles and the first year sold twenty-six old style, upright bicycles. This branch finally absorbed his other business until now the firm of A. W. Gump & Co., sells thousands of bicycles every year. In the past twelve years they have built up a trade which compares favorably with the largest establishments in the country.

While pushing his business with untiring energy he keeps up his interest in education, having three children in the public schools. He served four years as a member of the Board of Education and was recently unanimously elected president of the board. He is a member of the U. B. church. He resides in one of the finest residences in Riverdale, a growing suburb of Dayton. We can only wish him the success in the future which has attended his efforts heretofore.

Subscriptions may begin with any issue.

RECENT SCHOOL LAW DECISIONS.

ANNEXATION OF TERRITORY—APPORTIONMENT OF ASSETS.

When any territory is detached from one school district and annexed to another, such latter district shall be liable for "its share of the liabilities and indebtedness" of, and receive its "just share of the credits" from, the district from which such territory was detached. *Held*, that the word "credits" in the body of the act, construed in connection with the word "assets" in the title thereof, includes the value of school sites, school houses, and the furniture and fixtures thereof, as well as the school-tax levy, the county school tax, and cash in the treasury, less the debts and liabilities of the school district.

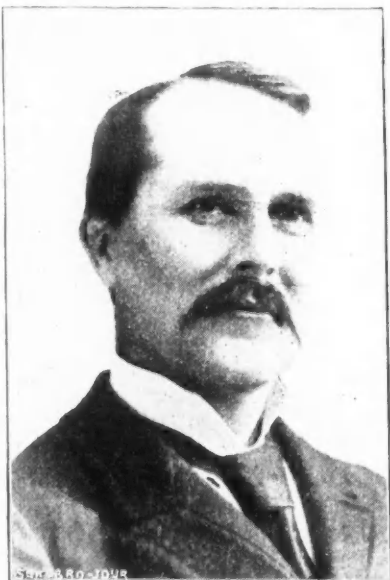
In an action by a school district, to which territory was attached, against a district from which the same territory was detached, for the former's share of the "credits" of the latter, defendant attempted to show that by reason of debts and liabilities of the district at the time of division there were no assets for distribution, and offered in evidence therefor stubs of orders given subsequent to the time of division and before trial. *Held*, that the stubs were properly excluded, as not tending to prove existing indebtedness.

In an action by a school district, to which territory was attached, against a district from which the same territory was detached, for the former's share of the "credits" of the latter, defendant offered in evidence, as an outstanding liability, a judgment standing against it of record at the time the detachment took place, but which was subsequently provided for by a special tax levied and collected for the purpose of paying such judgment. *Held*, that the judgment was properly excluded.—Board School Directors Town of Pelican v. Board School Directors Town of Rock Falls, Wis.

REMOVAL OF TRUSTEE—DISOBEDIENCE OF ORDERS OF STATE SUPERINTENDENTS.

Where the return of a trustee of a school district to an order made by the state superintendent of public instruction, requiring him to show cause why he should not be removed from his office, admitted that he had neglected and refused to comply with and had violated certain orders of the superintendent, he was properly removed from his office.

The question whether or not the trustee should discontinue a proceeding which he had brought against the local board of managers of a normal school to compel them to pay over certain public school moneys they had received to teachers employed by the trustee, was one upon which the decision of the superintendent was conclusive, and the refusal of the trustee to abandon such proceedings, when directed so to do by the superintendent, constituted willful disobedience justifying his removal.—People v. Draper, N. Y.



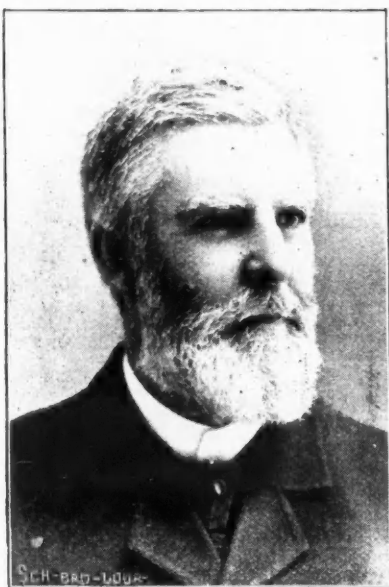
R. B. HOUSE,
Pres. Board of Education, Springfield, O.

BUILDING CONTRACTS—RIGHTS OF SUB-CONTRACTOR.

One M. contracted with a school district to build a school house for \$21,750. Plaintiff performed work on the school house for M., and furnished materials to the value of \$878. M. abandoned his contract, owing plaintiffs. Thereafter, and at a regular annual meeting of the school district, plaintiff presented a claim for the sum due, which was allowed. A tax was voted to pay the claim, and, after the tax was collected, an order for the amount of the claim was issued to plaintiff, but when it was presented to the treasurer payment was refused on the ground that his claim was against M. alone. *Held*, that in an action to recover the amount due on the order, evidence was admissible for plaintiff that M., up to the time he abandoned the contract, had done work estimated by the superintendent to be worth \$20,063.33, and was paid only \$15,142; that the contract could not have been completed at the contract price; and that the building, when completed, was worth \$6,000 more than the contract price.—Lafebre v. Board of Education City of Superior, Wis.

TAXATION.

The Rev. St. of Indiana, relating to the taxation of the property of persons transferred from one town or city to another for school purposes, requires the county auditor to make an assessment of the special school tax levied by the trustee on all

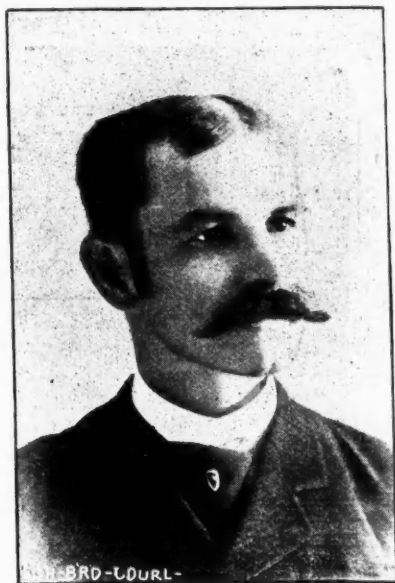


SUPT. ED. B. NEELY,
St. Joseph, Mo.

property liable to taxation to enter the amount on the tax-list and duplicate, and to "extend the assessment to the taxable property of the person transferred which is situate in the town or city to which the transfer is made, and to the property and poll of the person transferred, situate in the town or city in which the person taxed resides, according to the rate and levy thereof in the town or city to which the transfer is made for its use." *Held*, that the property in the township in which he resides is transferred, with the person, for the purposes of the school tax, and the county auditor is required to extend the assessment to such property and poll of the person transferred, at the rate assessed by the town or city to which he is transferred, though such person owns no property in such town or city.—Johns v. State.

SCHOOL FUND.

The specific appropriation act of Connecticut forbids and makes it an offense for any department of the state government, or any officer of the same, to expend in any fiscal year any sum in excess of the specific appropriations made by the general assembly for such year; but section 384 provides that "nothing contained in the act shall be construed to affect or impair the duties now imposed by law upon the comptroller and treasurer in auditing and paying accounts made or presented against the state, except as far as herein mentioned." *Held* that, in the absence of specific appropriation by the



ED. P. KREMER,
Member School Board, Lebanon, Pa.

general assembly of 1891 for school purposes, section 2228, providing that "the income of the school fund" and certain other moneys "shall annually be divided and distributed by the comptroller among the several towns," amounts to an appropriation of money for such purpose, and imposes on the comptroller the duty of settling and adjusting demands against the state for such expenses, and that nothing in the special appropriation act affects the duty so imposed on the comptroller.—State v. Staub.

LIABILITY FOR NEGLIGENCE RESULTING IN INJURY.

School districts and independent school districts, being corporations with limited powers organized solely for public purposes, and the duties of the trustees or boards of education, intrusted with the management and care of the property of such districts, being public and administrative only, they are not liable for injuries to individuals caused by negligence in failing to make repairs. Bank v. Brainerd School Dist., Minn.

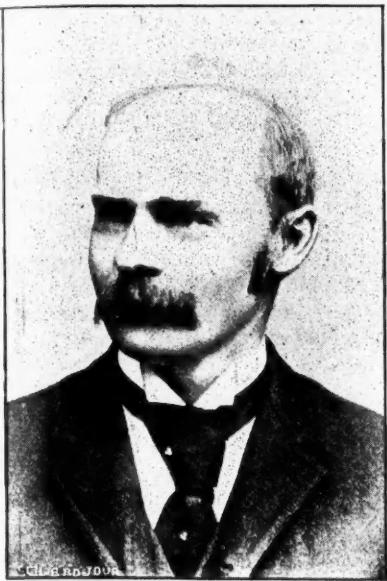
AN EXPENDITURE DEEMED USELESS.

The committee appointed to report on the industrial features of the Oakland, Cal., schools state: "We propose to present to your notice a glaring case of useless expenditure of public money at our hands. We have reference to the payment of \$1800 per year for the services of a so-called 'professor of carpentry,' to teach our boys in the public schools the science or trade of carpentry. In our opinion, the teaching of trades or occupations in our schools is uncalled for, and contrary to the intent for which they were established.

If we had a surplus of school funds on hand the waste of the taxpayer's money might be more excusable. The benefits that are derived by pupils from the efforts to teach them carpentry so-called, is in our opinion of no practical value, and the discontinuance of the same would evolve no loss to a large number of pupils. It is our opinion that the expense of the carpentry department should be diverted, or used to employ more teachers in the school proper."

BOARD PAYS TEACHERS DURING SICKNESS.

The Buffalo school board recently discussed the question, whether those who assumed the duties of absent teachers should be paid out of the salary of the absentees or not. Supt. Love thought that when a principal was out a few weeks on account of sickness his or her pay ought not to be diminished, and the teacher who took his or her place should be paid something extra in consideration of the responsibility assumed. The committee voted to report the ordinance with such a provision. Pay will be continued for four weeks in case of sickness, after that only on recommendation of the Superintendent.



E. G. EATON,
Prin. Hancock School, St. Paul, Minn.

HOW TO LIGHT SCHOOL BUILDINGS.

The proper lighting of a schoolroom is of scarcely less importance than its heating and ventilation and its drainage; for statistics show that diseases of the eye are on the increase among school children in consequence of poor light.

In rural schoolhouses the best authorities seem to agree that the best location for securing light and air is to place the longer axis of the house due east and west, and to light by windows in the north and the south side only. The objections to the east and the west exposure, for light, are that the slanting rays of the sun, in the morning and in the afternoon, strike across the room. On the south, the sun's rays are always more nearly vertical as they enter the windows; while from the north these rays never in this latitude enter the room.

Next to the north aspect, the steadiest light, as well as the greatest amount of sunshine, is derived from one due south, and while a south window receives the sun nearly all day the year round, the angle at which it enters is so great that the annoyance from it in hot weather is infinitely less than from the horizontal rays which stream through an east or west window [the latter at a low angle]. For this reason a south exposure is both cooler in summer and warmer in winter than an eastern or western one, and while it secures the greatest possible aggregate of sunshine, a south window needs less shading with blinds or curtains than any other, except one facing north.

For buildings with four or more rooms on a floor, it is better that the corners of the building stand towards the cardinal points of the compass. It is of course impossible in this case that all the rooms should have the best light; but this arrangement permits the sunlight to enter every room each day of the year; and this is desirable for the chemical effect of the sunlight upon the air of the room. Rooms which the sunlight enters are more easily heated than those that have no direct rays of the sun. They are also both pleasanter and healthier.

It appears to be a well-established rule that the light should be admitted on only one side of a schoolroom, and this side at the left of the pupils. It may be admissible, however, to admit the light partly from behind the pupils and towards their left. It would not be a bad arrangement to have three-quarters of the length of the left wall, towards the rear, and one quarter of the back wall, towards the left, occupied by windows. The main objection to this rear light is that it is directly in the teacher's face, if the teacher sits facing the pupils; but white curtains rolled from the top will prevent a large part of the glare; and the teacher need not always sit facing the light. The windows should be as near together as safe construction will permit; there

should be no wall spaces between them. The window space should be one-fourth, and in no case less than one-sixth of the floor space. The windows should extend to the ceiling of the room; and no fancied architectural consideration should ever prevent this. The window sill should be at least four feet from the floor; and Robson, the best English authority on the subject, says that the sills should never be less than five feet from the floor. The best light is from above; and as this can not easily be had, the nearer we come to that the better. Light from below the pupil's eye, in a schoolroom, is injurious to the eye, and it obstructs rather than aids the vision.

The seats farthest from the windows should not be distant more than one and a half the height of the top of the window. If, then, the room is 13 feet high, the farthest seat may be only 20 feet from the window. For the purposes of lighting, the width of a room should not exceed 25 feet; and the length should be about one and a third times the width. For its acoustic properties this is a better form than the square, or a shape more nearly a square.

The best light is, of course, that nearest the windows. The outer row of seats, then should be placed as near the windows as they can be and allow room for an aisle wide enough for a single person to pass. On the side next to the windows the outer row may be placed against the wall, though this is not the best way, on account of the ventilation at



H. Q. SARGENT,
School Director, Cleveland, O.

the walls. There being no blackboards on this side there is no need of a broad aisle as there is on the back side of the room; and here the importance of double windows is again apparent. Without these, the outer row of seats, having the best light, are most liable to drafts in winter. A. P. MARBLE.

THE BOARD COLLECTS FEES.

In January, 1891, the board of education of Fayette County, Ga., by resolutions, instructed the county school commissioner to collect from each teacher granted a license \$1 or 3 per cent. on the first \$50 of his or her salary, and 50 cents or 1 per cent. on each additional \$50 paid to the teacher of the common schools of Fayette County. To make its collections sure the board instructed the commissioner to insert in his contract with the teachers the provision that they were to pay this stated per cent. to the board.

A copy of this contract was sent to the state school commissioner with complaint by teachers from whom the income tax was exacted. After thorough investigation commissioner Bradwell notified the board of education that they must give up this tax in future. He also served notice on the members that he would bring their actions to the notice of the grand jury at its next meeting.

OHIO'S SCHOOL SYSTEM EXHIBIT.

State School commissioner Carson, of Ohio, has presented to the world's fair commissioners the exhibit of the Ohio school system and the action has been approved. The plan is as follows: Manuscript work, essays, etc. In this selection exhibits will be represented, the work of sub-district schools, graded schools of villages, same of cities, night schools. County exhibits will be in charge of a committee composed of the institute committee and two persons selected. From the work on exhibition the committee will select fifty of the best manuscripts in each branch and forward to the public school commission. 2. Maps showing location of each schoolhouse in the state; cost of education in each county; relative number of pupils in county, town and city; schools for past forty years; relative number of pupils in primary, grammar and high schools for the past forty years. 3. Picture albums of schools, buildings, etc. 4. History of organization and development of Ohio's school system shown by laws. Text books arranged to show old and new.

THE BOARD JUDGES OF ITS ELECTIONS.

At the last school board election in St. Louis fraud was charged in one of the election precincts. Pres. Bartholdt appointed a committee to canvass the returns; the member claiming the election, made application for a writ of prohibition against further action. The court denied the writ and put the whole contest back upon the board.

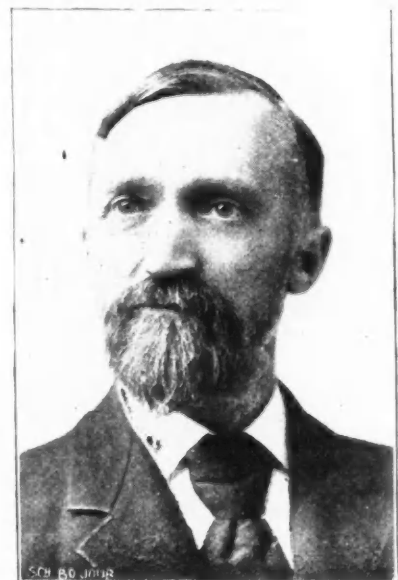
In general, the view of the court is that under the general power to manage its election the board has power to judge what men were actually and properly elected.

The canvass of the vote after the election does not conclude this, but the board may later, upon proper suggestion, examine the matter anew, with a view of ordering a new election, if circumstances will justify it.

The right to examine the ballots is not determined.

PER CAPITA COST.

The cost per pupil of maintaining the school of Lynn was twenty dollars and twenty-five cents (\$20.25) in 1891, against nineteen dollars and twenty-two cents (\$19.22) in 1890, eighteen dollars and eighty-six cents (\$18.66) in 1889, and nineteen dollars and eighty-nine cents (\$19.89) in 1888. The figures were obtained in each instance by dividing the net expenditures, exclusive of those for school house construction (like the Centre Street job,) and for evening schools, by the average number belonging to the day schools during the year.



JOHN M. TRUE,
Pres. of the Board of Education, Baraboo, Wis.

TAXATION OF SCHOOL BOOKS.

The attorney-general of Texas was asked if the school books Ginn & Co. had on April 1, 1892, in the hands of the several township trustees and other school officials for sale under a state contract, were subject to taxation.

Also the Indiana School-book Company, organized and operating under the laws of the state, its principal office being in the city of Indianapolis, has made a return to the township assessor here of their capital stock, which shows the value of their stock to be greater than the value of their tangible property. Are other books in the hands of the school officials outside of this township, which were unsold on the first day of April, 1892, subject to taxation?

The decision of the attorney-general was given as follows:

"The tax law requires that the personal property of non-residents of the state should be assessed to the owner or to the person having the control thereof in the township, town or city where the same may be, except that where such property is in transit to some place in the state, it shall be assessed in such place. Personal property under the control of a trustee or agent, whether a corporation or natural person, may be assessed to such trustee or agent, except as otherwise by law provided, in the township, town or city in which such trustee or agent resides. All persons required to list property on behalf of others must list it separately from their own, specifying in such case the name of the person, estate, company or corporation to whom it belongs. Corporations organized under the laws of other states, and having property within this state, must be taxed thereon. It is clear, under the law, that Ginn & Co., of Boston, should be required to pay tax upon all school books which are held for them by township trustees or other school officers in this state."

Replying to the second interrogatory, "Where the capital stock of a corporation exceeds in value that of the tangible property listed for taxation the capital stock should be subject to taxation upon such excess of value. In other words, if the tangible property of a corporation is worth \$40,000 and its stock \$50,000, it must be assessed upon the value of its capital stock and not upon its tangible property. If, therefore, the capital stock of the Indiana School-book Company, by its return, is shown to be greater than the value of its books and other tangible property, its stock alone must be listed for taxation, and its books, which go in part to make up the value of that stock, are not subject to taxation, whether they be in the hands of a school officer in this township or of any other township in the state."

LAVATORIES IN SCHOOL BUILDINGS.

BEST METHOD OF CONSTRUCTION OF FIXTURES.

E. S. PHILBRICK, BOSTON.

Plumbing fixtures should in all cases be arranged as compactly as possible. Those which are provided for the convenience of teachers should always be directly over one another on the separate floors, so as to be served by vertical lines of pipes for drainage and water supply. Such fixtures should be placed near but not against the exterior wall of the building, so as to be lighted and aired by a near window in this wall, but not subjected to the exposure to frost incident to being placed against the exterior wall, except on the outside of the building. The water closets should in all cases have their traps above the floor, and have their water supplied from a small separate tank over each closet. The common short "short hopper" patterns are the best for such places, and lead traps are preferable to iron ones, because smoother and cleaner. A separate trap should be provided for each closet, sink or bowl and each trap should have an air pipe from near its top, of same size as the wastes for all traps except those serving water closets, which

should not be less than two inches in diameter. These air pipes should all be branched into a vertical pipe of three inches diameter alongside the soil pipe by Y branches, and so arranged as to drain freely, and this vertical air pipe may be branched into the soil pipe by a Y located above the highest receptacles for drainage and extended through the roof to such a height as will guard against its obstruction by snow. The part passing through the roof should never be less than four inches in diameter, and should always be left wide open, without bend or bowl of any kind. But if the roof be flat and accessible to children, the end of the pipe may be covered by a wire basket to prevent them from putting stones, etc., into it. If using cast iron soil pipe it should always be of the double thickness, and should be tested for tightness by plugging the outlets and branches and filling with water to the top before applying any fixtures to it. A better class of pipe for public buildings is now made of wrought iron with screw joints, and coated.

The water closets and urinals for the school children should be located in a one-story wing or projection from the basement story of the building in order to provide the necessary amount of light and air to insure cleanliness. The best pavement is that of Portland cement mortar, which need not be over half an inch in thickness, if spread upon a substratum of concrete three or four inches thick, composed of American hydraulic cement and gravel, as usually prepared for cellars. The Portland cement may be mixed with three times its bulk of sand, but the latter should be either the best beach sand or well washed to remove dust and clay if from pits or natural deposits. This item of washing the sand will often make all the difference between a durable surface, good for twenty years' service, and a crumbling one, never satisfactory from the first. This skimming of Portland cement mortar should be applied while the foundation is damp, and should be kept damp by sprinkling and exclusion of air drafts for a week after application. Rapid drying by a free circulation of air renders it soft and crumbling, while, if kept wet, it will be as hard as stone in a few weeks.

For water-closets in primary schools the best trough sinks, if properly attended, are probably the safest form of apparatus. The simplest form of seat is the best, but these should be easily removable for cleansing. Boys' urinals should not be provided with crockery bowls, but are better if made of plain upright slate or soapstone, with a trough at the base of the same material, and a sprinkling tube from three to three and one-half feet above the floor, so constructed as to wet the whole surface of the slate below the tube when the water is let on. For children over twelve years of age separate water closets may be desired, but I consider the trough a better piece of apparatus for all classes, if carefully looked after by the attendants. If separate closets are ever used, I should avoid all iron as a material in their construction, and use short crockery hoppers with lead traps above the floor. The supply of water should be drawn in this case by a 1 1/4-inch pipe and 2 inch valve for each closet, from a tank directly above, which can extend the whole length of the range of closets and be fed by an automatic ball-cock. Children can never be depended upon to discharge the separate closets, and this has led to various mechanical devices for automatic flushing by wires or chains attached to the doors or seats. In theory these are very good things, but I have never yet seen such devices that could be depended on for many weeks at a time. When they fail, they at once create a wretched nuisance, as is now to be seen in some of your schools described below. It is for these reasons that I recommend the trough system for all classes, with thorough and systematic attendance, which is the only way to secure proper flushing in public schools that I have yet seen, and can not be considered as an unreasonable tax upon the attendants.

[Continued.]

PAROCHIAL SCHOOLS MUST REPORT.

Father Quigley, of Toledo, Ohio, the eminent Catholic who contended that the state has not the right to interfere in the workings or attendance of any religious school, has been fined the third time. The statutes of Ohio compel the heads of private and parochial schools to furnish complete lists of their pupils to the truant officer as often as he shall request, the idea being to show that children not attending the public schools are attending some other school. Father Quigley refused to make a report, stating that he founded his belief on divine teaching. He insisted that the earnest effort to make godly men and women of the children is a greater duty than that which he owes the state. The court decided that the law is constitutional, and Father Quigley paid the fine and costs of the first suit and of another which had been started. The third time he refused to give the truant officer the desired list, and the court fined him \$50.00 and costs. This settles the constitutionality of the Ohio law.

A SENSIBLE BLACKBOARD.

A serviceable blackboard is the need of every schoolroom. The kinds and qualities are many; the good ones few. School officials and teachers are constantly called upon to provide for blackboards, and to get the best. The D. D. Merrill Company, of St. Paul, have placed a blackboard upon the market that deserves the highest attention.

This blackboard is made under the composite-board patents. One of the essential claims in these patents is the making of a composite board which shall be thoroughly firm, smooth and inflexible, and which will not warp, shrink or slip. The different parts of the board are wood core, the cement, four sheets of straw board, two of manilla board, and the slating. The wood core is made of slats of wood of uniform thickness, sawed from thoroughly seasoned lumber, and put in indiscriminately as to grain. In making this composite board, the straw board, which forms about half the thickness of the entire board, is cut in sheets the size of the board to be made. A sheet of the straw board is laid on a smooth table and coated with white cement, which holds the whole together and unites the different parts into one board, the cement being of about the consistency of a thick paint. The slats are then laid close together, side by side, on a sheet of straw board thus prepared, and another sheet of straw board, similarly prepared, is laid on these slats, with the cement side next to the wood. This is then subjected to a pressure of about sixty pounds to the square inch, causing the parts to adhere firmly together. The straw board, being the most porous, absorbs all the moisture in the cement, and causes it to set immediately upon application of the pressure. The board is then put in a form to dry. When completely dried, two sheets more are prepared as before and put on opposite sides of the core already formed, and again subjected to the same pressure and drying. The whole board is then dampened on both sides and run through a calendering machine, making it perfectly smooth and taking out any unevenness that may be in the surface. After being calendered, the board is again dried, and two sheets of heavy manilla paper prepared in a similar manner to the straw board. After being pressed and dried again, the slating surface is applied. The slating is the best artificial slating made, and is made and put on in such a manner as to be very durable, the surface of the board being hard paper, with a cement basis, is the very best surface obtainable for a blackboard, as it is smooth and perfectly hard, without being open to the same objections which can be urged against natural slate. The cement, being put on under the paper, instead of over it, as in other boards, cannot crack or chip off. School officials should write D. D. Merrill Company, St. Paul, for terms, etc.

RECENT TEXT-BOOK ADOPTIONS.

The following text books have been adopted for use in the San Francisco High Schools for the next four years: Myers' Eastern Nations and Greece, Allen's Short History of the Roman People, Myers' Medieval and Modern History, Remsen's Introduction to the Study of Chemistry, Fiske's Civil Government of the United States, Harkness' Cicero, Bulfinch's Age of Fable, Colton's Practical Zoology, Harper & Burgess' Inductive Latin Primer.

The board of education of Detroit has recently placed the Teachers' Anatomical Aid in each of fifty school buildings of the city. In doing this it not only complied more fully with the law, which makes the teaching of physiology compulsory, but made it possible for the teachers to give instruction in the subject intelligently.

Moon's Practical Register and Grade Book has been uniformly adopted for use in the public schools throughout Noble county, Ind., for a period of four years.

The board of education of Toledo, O., placed twenty of the Teachers' Anatomical Aid in their schools, and Columbus twenty-five.

One hundred and thirty-five copies of Eggleston's First Lessons in American History, 135 copies of Swinton's First Lessons in Our Country's History, and 135 copies of Scudder's Short History of the United States have been purchased for the use of the fourth and fifth grades as supplementary readers in the Omaha schools.

The board of education of Lynn, Mass., during the past year adopted Crosby's Determinative Mineralogy, Graves' Graded Speller, and added to the list of writing books the Normal Review System; Montgomery's Leading Facts in English History and Shepherd's Chemistry were put into the High schools; Collar's Eysenbach's German Lessons for the class in the Classical High school beginning German, and Maxwell's Advanced Grammar in the place of Meiklejohn's in both English and Classical High schools. The principal change was in the spelling book. After a long and patient examination of many books sent to the committee for this purpose, the Graded Speller by Graves was chosen as evidently the best.

The Prang system of drawing was recently adopted in the schools of Portsmouth, N. H.

The school board of Atlanta, Ga., in a recent contest, decided to substitute Gage's for Appleton's physics.

The result of the music book contest at Oakland, Cal., was the adoption of Loomis's Music Lessons.

The teachers of history of the Milwaukee high school recommend a change from Swinton's to Myer's General History. Referred.

MARRIED WOMEN BARRED OUT.

The Beatrice, Neb., board has excluded married women teachers.

The county board of education recently met at Indianapolis and passed a resolution that hereafter married women shall not be employed in the schools of the county.

The Cleveland school board has the following rule: "The marriage of a lady teacher while in the employ of the board is notice to the board that her engagement as a teacher is cancelled from that date." This does not prohibit the employment of a woman after she is married.

THE BOARD CHARGED WITH MAINTAINING A NUISANCE.

The board of health of Seattle, Wash., decided to close one of the city schools because of the unsanitary condition of the school building. The board of education declined to comply with the order, whereupon the board of health swore out a warrant against the school board, charging it with maintaining a nuisance. The court decided that the secretary of the board, and not the board, should be responsible, as the school laws provide that the secretary shall act as superintendent of buildings, and have special care of same.

EARTH CLOSETS.

When a sewer is not accessible, the best and cheapest receptacle is the earth closet. Construct a plank box 32 inches wide, 18 inches deep, and as long as the building. This may be set upon the surface of the ground, or let into the ground six or eight inches. It should be so placed as to extend only about two inches under the riser (front support of the seats in the closet.) It will then project about fifteen inches back of the building; cover this projection with a slanting door hinged to the back of the building.

Dry earth or ashes should be thrown in daily. Plant several elm or willow trees near the building, to take up the liquors which will, to some extent, pass out of the box into the soil.

During the winter salt should be frequently thrown into the box to prevent the contents from becoming frozen to such an extent as to prevent removal. By raising the lid in the rear the contents can be readily shoveled into a cart or wagon. Gardeners will gladly remove the contents without charge.

OUR FREE DESK.

A number of people have availed themselves of the premium offer made in our last issue to parties acting as agents and getting a limited number of subscribers. For seven and twenty-five new subscriptions we give two excellent oak desks free. Write us for descriptions and particulars.

Prof. Appleton's Chemical text-books, published by G. Roscoe & Co., Providence,

R. I., deserve more than a mere mention. These books have won for themselves a permanent place in educational literature and are marked for their thoroughness and directness. The attention these books have received at the hands of educators is the best recommendation they can be given at this time. The firm has studied the actual needs in the school room and has met them with a series of books at once complete and valuable.

In Maine and Wisconsin the minimum school age is four years, Texas, eight; Illinois, six.



PROMINENT AMERICAN SCHOOL MEN.

Giles H. Stilwell, Syracuse, N. Y.	Frank Hopkins, Ph. M., Syracuse, N. Y.	Thos. H. Ricketts, Columbus, O.	Jas. R. McAllister, Syracuse, N. Y.
R. C. Meade, Pres., Atchison, Kans.	Miss Lydia Stockwell, Atchison, Kans.	C. Walcott, Columbus, O.	Dr. Gonsaults, Columbus, O.
Geo. D. Horton, Atchison, Kans.	Jasper N. Bennett, Columbus, O.	Mrs. L. A. Hambleton and daughter, Atchison, Kans.	Hon. Walter F. Hayes, Beverport, Ia.
J. H. Glatfelter, Supt., Atchison, Kans.	Thos. C. Hoover, Columbus, O.	J. J. Moore, Syracuse, N. Y.	G. C. Wattles, Atchison, Kans.

A FINE SCHOOL BUILDING.

The New York City board of education has \$500,000 appropriated for new headquarters for the board. All the offices and meeting rooms demanded by the board are to be on the ground floor. Besides the board room proper an assembly room is provided for in the second story, which will afford seating accommodations for 1,500 adults. In addition provision has been made for the necessary offices of the various departments of the board, also for the storeroom accommodations of the books, etc.

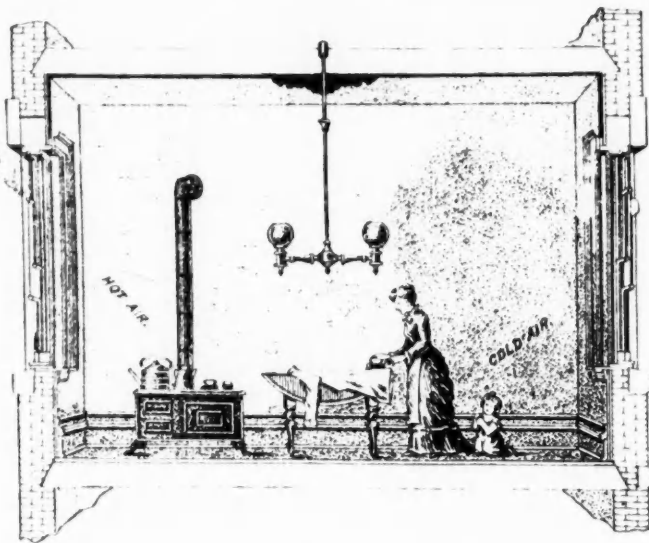


Fig. 1.

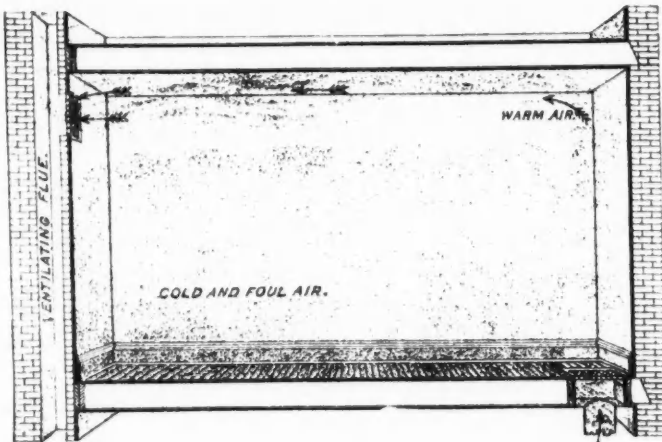


Fig. 2.

METHODS OF VENTILATION.

The accompanying cuts show the positions of registers and ventilators in rooms in which a proper distribution of air is secured.

The cuts were engraved from those shown in A. P. Marble's report upon Sanitation of school buildings, issued by the U. S. Commissioner of education. We believe they were designed by Isaac D. Smead of Toledo.

Fig. 1. Stove heating. The lady is too warm, and has lowered the window from the top to remedy the difficulty. Children often suffer by being in the stratum of cold air near the floor, while the heads of their mothers, or nurses, or teachers, are in a higher and hotter stratum. This is the condition of school rooms heated by stoves or steam coils.

Fig. 2. The general remedy very bad. Register closed to keep warm, and no other

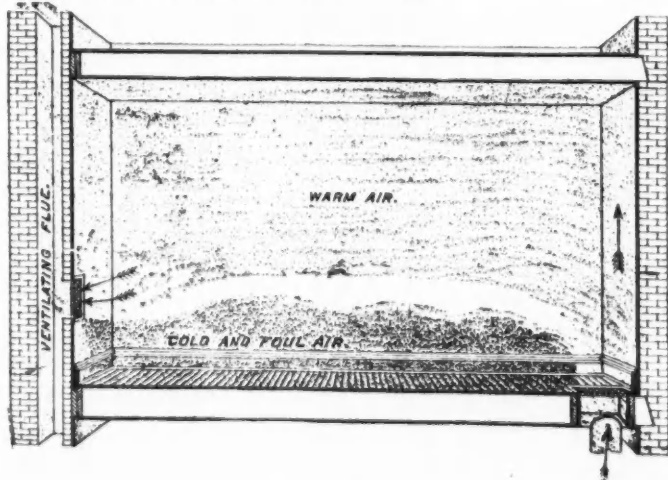


Fig. 3.

means provided for the escape of air, the room soon becomes pressed full of hot air, producing much headache, discomfort, and disease, and furnace heating is condemned. This is the present condition of most rooms in winter, where hot air furnaces are used.

Fig. 3. Partial improvement. This is better; the register is open and relieves the room of cold and bad air down to that point, but still leaves a stratum of cold, foul air at the floor, causing the frequent complaint of cold feet and hot heads.

Fig. 4. Warming by an open register. Direct radiation (exclusively). Feet cold and head too hot.

Fig. 5. The popular mistake. Owing to the common mistaken belief that the breath rises, openings are generally made at the top of the room, but as they let all the warm air out and leave the occupied portions cold and foul, they are always closed in winter and consequently such ventilation (?) has well earned the reputation of humbug.

Fig. 6. Direct ventila-

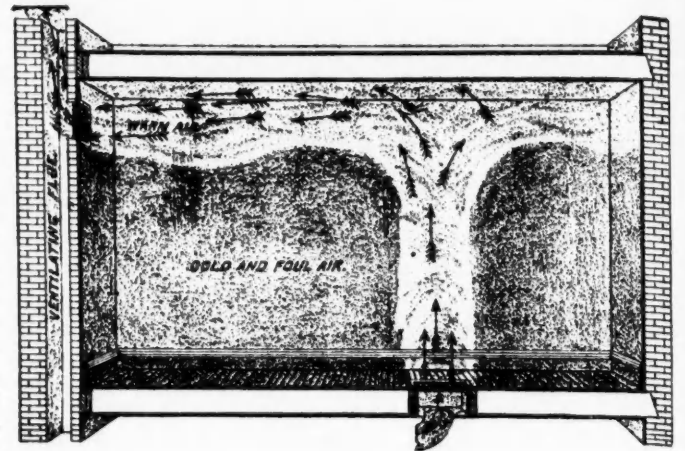


Fig. 5.

A NEW SCHOOL LAW.

An act was passed at the recent session of the Ohio Legislature providing for the graduation of

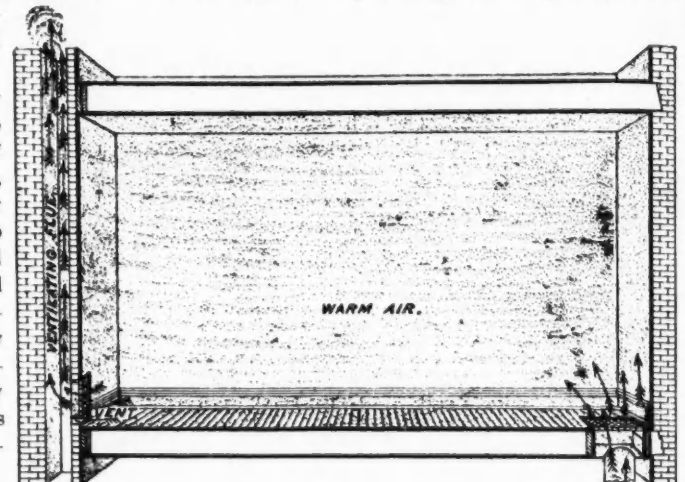


Fig. 6.

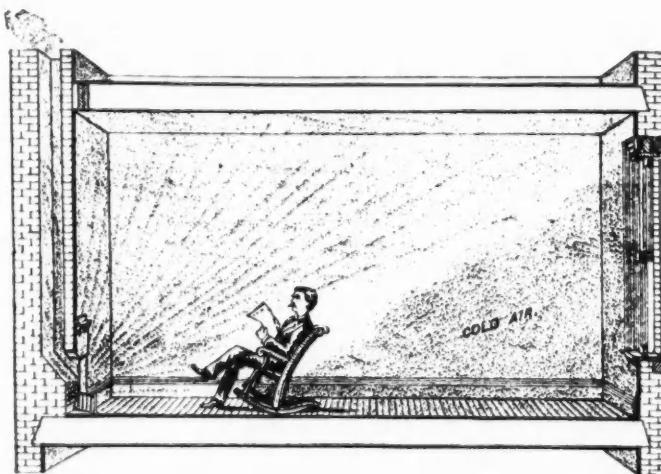


Fig. 4.

tion. Correct when heating and ventilating by warm air. The above plan can be built into buildings already constructed, and successfully too, provided there is some one in charge who can do it. Still better results may be secured by placing the fresh-air inlet just above the vault, and on the same side of the room.

Fig. 7. Ruttan's correct system of warming and ventilating. By this plan the floors are warmed, and only one ventilating chimney is necessary.

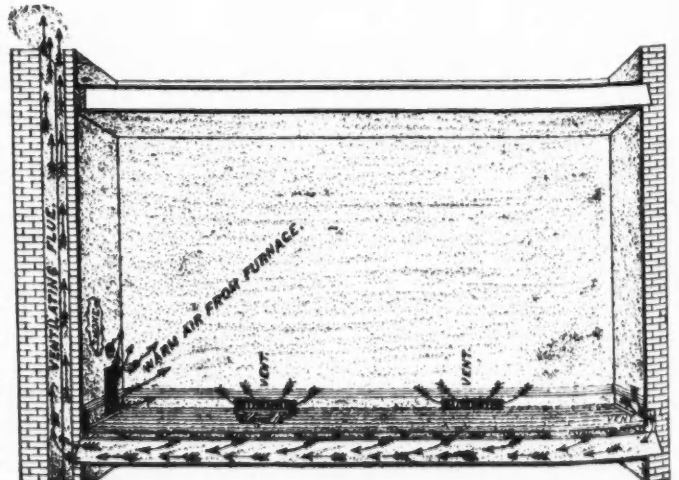


Fig. 7.

pupils in sub-district and special district schools. It authorizes each county board of school examiners to hold examinations at the county seat on the first Saturday of April and May of each year, which examinations shall be of such a character as shall enable successful applicants to enter any high school in the country. *The tuition of such graduates as may attend any village or city school in this county may be paid by the board of education of the special or township district in which such pupils may reside.* The act also provides for township commencement exercises, to be held at the county seat, under the direction of a teacher of the township, in which successful applicants at the county examination will take part, and each one who shall deliver an oration or declamation or read an essay, will receive a diploma.

DESKS AND SEATS.

Desks and seats in classrooms should be placed so as to admit light on the left side of the pupil, and the most remote desk should not be more than twenty feet from the window on the left. Each pupil should have the sole use of one desk.

There seems to be some difference of opinion as to the size, shape and position of desks and seats in the classroom. Some think that a desk should be nearly flat, while others say it should be tilted. In my opinion it should be nearly flat for writing on. The height should be so arranged as to allow the arms to slide over it without lifting the shoulders. While reading, however, the lid should be tilted so as to form a convenient book rest. Desks embracing these qualifications can now be procured at very reasonable terms.

Perhaps there is more difficulty in supplying the ideal seat or chair to suit the various notions not only of the pupils but also the teachers, or rather the school authorities, than in the selection of any other article of school furniture. Some believe that it is necessary to support only the lower third of the back; others declare in favor of a chair with a curved back; still others say that support is needed for half the back; yet others would allow only a narrow strip for the support of the spine; while quite a number would do away with chair backs altogether.

In my judgment the chair having a straight upright back, somewhat concave from side to side, is the most appropriate for general school use. This kind of chair will be found the most convenient for writing, reading, drawing and copying; in fact, for all work requiring an upright position.

Seats should not be placed too far from the desks, but should be so placed as to allow the edge of the desk to overlap the front portion of the chairs. Desks and chairs thus shaped and placed will enable the teacher to correct many faulty positions so often assumed by school children while occupied with their studies and will prevent many of the deformities usually observed in young pupils.

It is a fact that neglect of seemingly insignificant details has been the cause of inflicting untold injury on numberless school children. Any close observer cannot fail to notice the excessive number of boys and girls compelled to wear eye glasses on account of defective vision caused by imperfectly lighted classrooms and the position of blackboards on the walls, at which they are compelled to gaze so much during school hours. Many of the deformities so often seen among school children are due to the unnatural positions which they are allowed, or perhaps compelled, to assume during school years, such for example as curvature of the spine, round shoulders, contracted chest, etc.,



SUPT. MRS. F. MCG. MARTIN,
Santa Rosa, Cal.

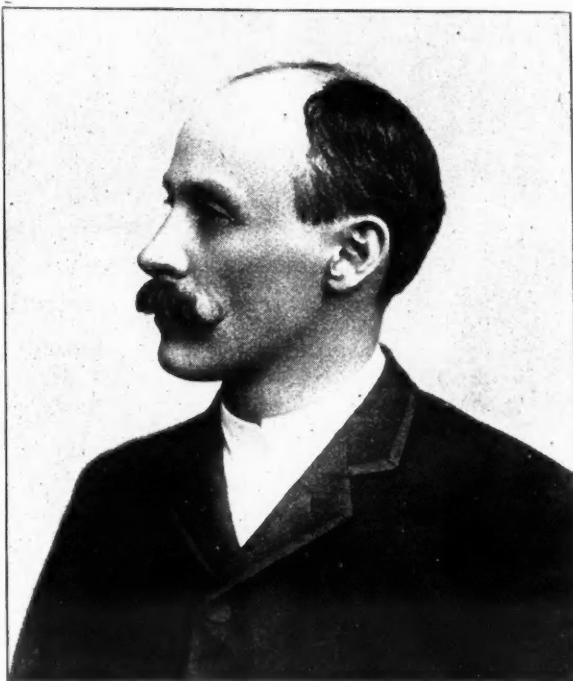
deformities which unquestionably predispose them to many fatal diseases and premature decay.

The spread eagle like position so commonly indulged in by the pupil when at work, without any remonstrance from the teacher, is so manifestly detrimental to the physical development of the pupil as to demand thorough reform in this important department of school work. If teachers were a little more exact in correcting these abnormal positions in the pupils, by compelling them to maintain an upright attitude while engaged in school duties, they would not only prevent many of the deformities referred to but would also confer lasting benefits on future generations. — VALENTINE BROWNE, M. D.

VACCINATION.

The following are the requirements of the Massachusetts Statutes regarding vaccination:

"The School Committee shall not allow a child



PROF. G. N. CARMAN,

St. Paul, Minn.

who has not been duly vaccinated to be admitted to or connected with the public schools."

"Parents and guardians shall cause their children and wards to be vaccinated before they attain the age of two years, and re-vaccinated when the Selectmen or the Mayor and Aldermen shall, after five years from the last vaccination, require it. For every year's neglect, the party offending shall forfeit five dollars.

NO SALARY FOR THE BOARD.

Louis Nettelhorst, president of the board of education of Chicago will shortly hand in his resignation to Mayor Washburn, to take effect July 1. Mr. Nettelhorst is forced to resign because of ill health and the pressure of overwork. When asked if he thought the duties of the Board should be turned over to salaried officers he replied: "No, for that might throw the control of the public schools into the hands of undesirable persons. Yet it does seem that members of the board are called upon to perform very arduous duties at small profit to themselves. There are plenty of men, however, who are public spirited enough to give their time and best efforts to the work."

Prof. Fraunfelder, of Cleveland, O., has presented an interesting report upon defective vision of pupils. He says that out of 2,774 pupils in primary grades thirty-two wear glasses; out of 1,575 in grammar grades fifty-seven wear glasses, while the number in the high school is thirty out of 357. The percentage of girls suffering from defective vision is far greater than boys.

A BEQUEST TO THE BOARD.

The late Frederick Kelatzky of Warsaw, Ill., by his will, recently bequeathed to the board of education of Warsaw School District and its successors forever, the sum of two thousand dollars to be invested by them at the best rate of interest, the interest of said fund to be applied to the purchase of elementary school books for the children of poor and indigent parents, attending the public schools of said city, the principal to be used only for said purpose.

KILLED BY SCHOOL PUNISHMENT.

One of the saddest cases on record occurred in Philadelphia last month, which shows that teachers cannot be too careful in the method of punishment selected. A little 11-year-old girl was killed by punishment inflicted on her in one of the public schools. During a processional march her teacher observed her treading on the heels of the other girls. For this she was made to stand aside, and after awhile the teacher by way of punishment, told her to walk up and down a long flight of stairs. The teacher meant only to have her walk for a few minutes, but she forgot all about the feeble child and the little one kept on trudging away for several hours. When the school was dismissed she went home. On the way she fell exhausted, and it was with difficulty that her companions got her home. She grew weaker and weaker, until she finally died. The doctor says that her death was directly due to the punishment.

A MAGAZINE FOR SCHOOL PEOPLE.

The average member of a school board is a busy man. He has no time for extensive reading in current literature. And yet he should keep posted—he should be abreast with the times—his duties as a public official—as a guardian of the educational interests of his community, require this. No medium could fit more conveniently into his wants than the Review of Reviews. It reflects the world's doings in a compact form—sums up the intellectual activity of all civilized countries—reviews all lines of human progress—sifts and weighs every thing—discards chaff—and presents only the best to you, in the best form, for the best purpose. School officials who subscribe for the School Board Journal and the Review of Reviews are properly supplied with good literature.

In Texas the trustees of public schools in cities of 1000 inhabitants and over are elected by the people and not appointive by the councilmen of said cities.



JAS. T. PETTER,
Member of School Board, Fremont, O.

THE AMERICAN School Board Journal

DEVOTED TO
SCHOOL BOARDS, SCHOOL OFFICIALS, AND TEACHERS.

WM. G. BRUCE.

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We are publishing the only Journal devoted exclusively to School Boards and executive officers. We furnish information on the doings of School Board committees, including important executive actions, best methods of heating and ventilation, text-books, with prices and adoptions, school law decisions, models of school buildings, statistics upon salaries, publish the engravings of leading school men, etc.; briefly, we keep School Boards abreast with the times.

NO STAR-CHAMBER SESSIONS.

Boards of Education in a number of cities are in the habit of holding secret sessions before their regular meetings. These presumably are not called board meetings but are merely for the purpose of talking over the situations and deciding upon what is to be done in the public session. Assuming that the members of the board have the best of purposes, they cannot afford to follow a plan and set a precedent which leads to so much misunderstanding and wrong.

This may seem to them an easy way to settle all disputes before they are open to the public criticism, but the practice is wrong. It violates the first principles of local representative government, viz., that the public business shall be public and not secret. Publicity is the regular, settled policy of municipal government and is contemplated by the laws. It is the preservative of integrity.

A school board is merely an agent for the public. No personality should enter into meetings and there can be no reason why public business should not be conducted and be open to public scrutiny.

One school board has been reported which even goes so far as to forbid the members to talk over any candidates for position before the regular meetings. This of course is extreme, and a rule which will not be lived up to, but it is preferable to the practice of some boards of going into secret session before each public meeting.

MAKE THE SALARIES MORE NEARLY UNIFORM.

It may be said that there are not ten school boards in cities of any size in America which have not been, or will not be, requested during this month to raise the salaries of teachers for the coming year. The tendency everywhere is to increase the salaries. This is right. Few cases are reported where they have been lowered. If

there is any class of people who deserve to be well paid, it is the body of teachers, who, next to the mothers, make or unmake the coming men and women.

There are two features of the salary discussions, at present, which impress themselves most forcibly—the fact that in nearly every case the increase in salaries is given to principals and high-school teachers, and the equalization of salaries of men and women teachers.

Is not the salary list top-heavy? The disparity in salaries between high school teachers and teachers of the grades is too wide. Ninety-five per cent. of the boys and girls receive all of their education in the grades; here, if anywhere, the most tact, most care and patience is needed. In explaining this disparity school boards say that they can get so many grade teachers to fill the positions at the salaries offered; but it is not the many as much as the quality. When a good graded school teacher is secured, why not pay her as well as a high-school teacher is paid? If boards were just as careful in stipulating the qualifications of graded school as they are of high school teachers the difference in numbers would not be proportionately so great. True, high schools require higher scholastic attainments, and it costs time and money to prepare for them, but just those mature minds with the knowledge of psychology and mental physiology to train children in the ward schools aright, is what is required, and it certainly requires more tact, more talent to educate a small child than a high school pupil.

School boards are questioning why it is that so few graduates of universities and colleges are in the ward schools. The solution is easy. They get better salaries in the high school and the work in the large majority of instances is much easier, besides there is an erroneous idea in the minds of teachers that there is a little more honor attached to a high school position than to a ward school. If the salaries were more justly proportioned teachers would prefer the high school, because the work is easier. The true teacher should be well paid in whatever grade she is found. A good salary should not be withheld from her because school boards can secure another readily.

In regard to the second point—there can be no reason why women doing the work, and doing it just as well as men in the same positions, should not receive the same salaries. It is universally admitted that woman in the school room is within her proper and becoming sphere. Admitting this, common justice demands that she be paid for the work that she does equally well, instead of docking her because she is a woman.

SHALL THE BOARD ADOPT FREE TEXT- BOOKS.

America prides herself upon her free school system; but are the schools wholly

and entirely free? Free school-houses, free desks, free black-boards, free maps, free fuel and free teachers are provided for the pupils. In fact everything is provided but the text-books. Is not the time ripe for providing these also?

If any monetary stipulation is required, the word free schools is a mockery.

A large number of text-book bills have been introduced into our legislatures with this end in view, but they have been so encumbered with state uniform text-book provisions that the special free text-book feature is lost.

Maine, Massachusetts and New Hampshire *require* school boards to provide books for pupils free, and reports from school boards in the cities where the law is operative have been pronounced in its favor. State Superintendent Luce of Maine says, that since the free text-book law went into operation in his state the attendance in public schools has increased 25 per cent.

A large number of cities have a statutory provision, authorizing school boards to provide books for indigent pupils. This is one step towards the free text-book system, but our democratic government cannot afford such invidious class distinction. A large number of pupils are kept out of public schools because their parents do not care to be classed as indigent.

The work for the schools can not be carried on promptly and efficiently unless each child on the first day of school is provided with work.

There are some doubts as to the advisability of making a state free text-book law compulsory, but unless it is made compulsory a large number of school boards would not look into the features of the law sufficiently to appreciate its advantages. Wisconsin requires school boards to vote upon the question of adoption of free text-books at each annual meeting, and of levying a tax to meet the expenses. The question must therefore come before the people of that state each year, but, like other reforms, it needs someone especially interested to interest others.

Let there be free and universal discussions upon this subject among school boards, and when a board is once satisfied that free text-books should be adopted there should be no hesitancy in taking the initiatory steps.

N. E. A. IN 1893.

There is no question but that Milwaukee is the place for the National Educational Association in 1893. Its proximity to Chicago, its lake and railroad facilities, its hotel accommodations, the welcome which the Milwaukee people will extend, and the inducements offered by the business organizations are all that could be asked. The N. E. A. should be located near Chicago next year, that the teachers may avail themselves of the World's Fair railroad rates. If not located near Chicago the attendance will be very small.



BOARD OF DIRECTORS OF THE NATIONAL EDUCATIONAL ASSOCIATION FOR 1891-2.

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MANUAL TRAINING CLASS, 6th GRADE, RICE SCHOOL.

MANUAL TRAINING IN THE ST. PAUL SCHOOLS.

Super. C. B. Gilbert.

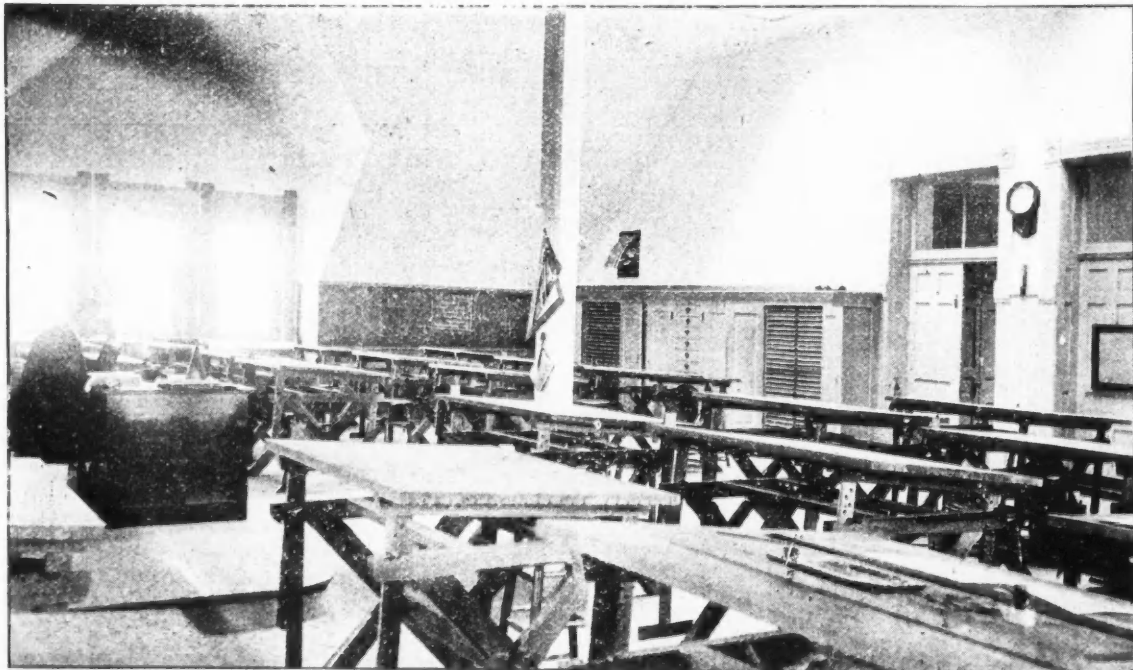
Manual training was first started as an optional course in the St. Paul high school. Later, a separate institution was organized and a large and fully equipped building was erected. The course provided for three years' training and fitted boys for mechanical pursuits or for admission to high technical schools. Last year, this school was raised to the level of the high school and made a part of it with a full four years' course.

During the present school year, shop work has been extended to the sixth, seventh and eighth grades of the grammar schools and a plan has been adopted by the board for its extension to the fourth and fifth grades, so that, beginning with next September, manual training will be given in the grammar schools to all boys from the fourth to the eighth grades inclusive and the manual training course will be open to all high school boys.

The accompanying copy of the report of Mr. A. A. Gordon, supervisor of manual



EQUIPMENT AT SIBLEY SCHOOL, 6th GRADE, MANUAL TRAINING



MECHANICAL DRAWING ROOM, MANUAL TRAINING BUILDING.

training to the superintendent of schools, was adopted by the board and will indicate the work to be done in the lower grades. The course at present followed in the high school will require some modification as some of the work now done there will hereafter be done by the grammar schools.

In all buildings where a room can be secured it is fitted up for manual training. In buildings where this is not possible, a contrivance has been in use which fits upon the pupil's desk and holds the necessary tools.

Following is a partial estimate of the expense:

For the fourth, fifth and sixth grades, an equipment suitable for a class of twenty-four boys at a time will cost as follows:

Benches, \$15.00. (Or in case desk covers are used, \$7.92. Tools as follows:

T Square, 45 and 60° Triangles, 12 Inch Square, 3 1/2 Triangle Squares, Gauges, Pene Hammers, Pencil Compasses, Knives, Oil Stoves, Oil Cans, Back Saws, \$20.76, making the total cost of the equipment for a room accommodating 24 boys at a time, \$35.76.

The plan is to have recitations one and

one-half hours in length, so that one room so equipped will accommodate three classes, or 72 boys each day. Of course many classes are larger than this but the additional expense would be a little less pro rata than the figures given.

For the seventh and eighth grades the same benches will answer and the following tools for a class of 24 boys will cost as follows:

Vices and Bench Stops, Smooth Planes, Block Planes, Chisels, Dividers, Screw Drivers, Oil Stoves and Cases, Back Saws, Knives, Pencil Compasses, Pene Hammers, Gauges, Try Squares, Scales, T Squares, 45 and 60° Triangles, \$100.00

In addition to this there will be needed in this grade a few special tables for the use of the instructors, costing \$21.00. The equipment of the manual training building is all of the very best. The building and equipment cost \$72,000.

COURSE IN FOURTH AND FIFTH GRADE WORK.

The manual training in these grades consist entirely of surface work, or, in other words, a training in the handling of a few

tools well, on thin wood. This requires very little strength and yet the same accuracy and skill as is necessary in the handling of these tools in more advanced work.

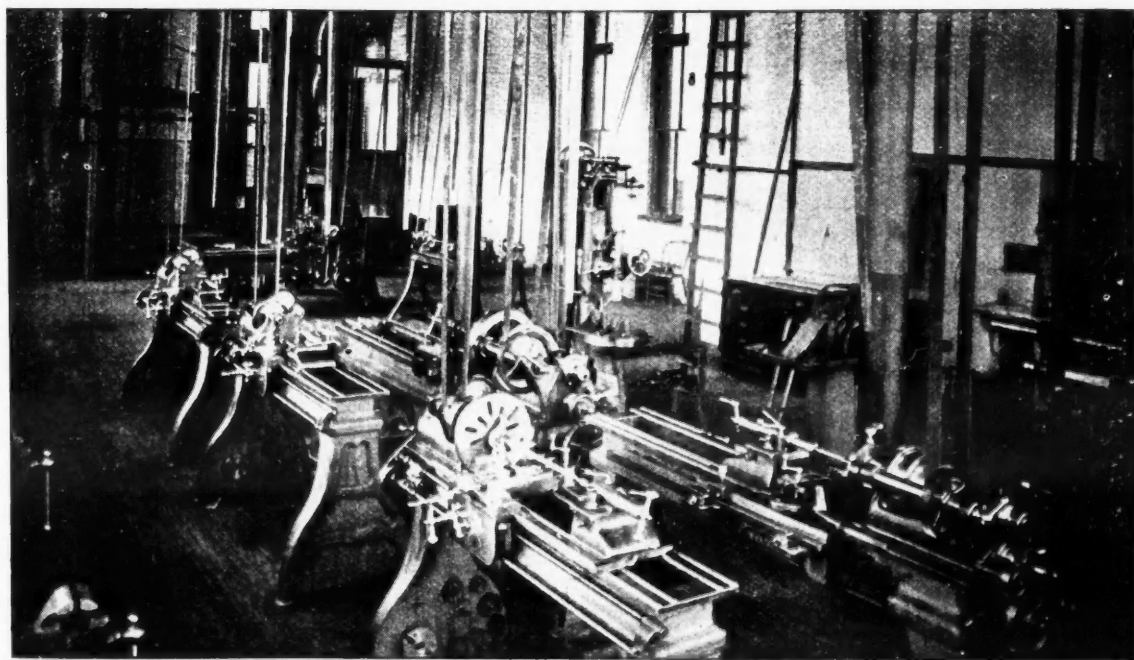
The tools used by these boys should be the knife, file, T square, triangle and rule and if possible the try square and gauge.

The work as mapped out consists of preliminary exercises for gaining a proper knowledge of the care and use of the tools provided. Work in drawing and cutting out of geometric designs will follow.

After completing this line of instruction, I would recommend work of a constructive nature which will include the making of articles such as paper knives, small cabinet picture frames, calendars, needle cases, bangle boards and lastly, for final pieces of the course, articles can be made up requiring a simple combination of parts in the form of a small wall bracket, pen tray, etc. All of this work will be done with material $\frac{1}{8}$ of an inch thick and generally of pine wood. Sand paper will be used for finishing. Throughout the whole course a third of the time should be devoted to drawing. Each boy will make a drawing of what is to



CARPENTRY AND JOINERY, MANUAL TRAINING BUILDING.



MACHINE SHOP, MANUAL TRAINING BUILDING.

be constructed and then understanding that drawing thoroughly will use it as a "working drawing." It does not seem advisable to place hammers in the hands of these boys but where there is a combination of parts to form an exercise, the use of liquid glue will answer every purpose.

SIXTH GRADE.

In the work with this grade the chisel, saw and hammer will be introduced. With the introduction of a new tool, instruction will be given in its care and use.

The grade of work can be termed the Elementary Joinery and Carpentry course. It will consist of a review of the principles taught in the preceding course; and then advance will be made in the construction of simple joints and their application to forms embodying those principles taught. At the same time these will give added interest to the pupil from the fact that he and his parents can see a practical value in the articles constructed.

Drawing will continue in this part of the course and at this point the principles of a simple orthographic projection can be taught and a knowledge of working drawings and their application to the work fol-

lowing can be made plain to the boy. During the time devoted to this part of the course, work in elementary wood carving (stippling work) can be done to advantage.

In this grade, thicker wood can be used and such simple joints as the butt, slip and cross lap will be made and used in construction of pieces of work such as trinket boxes, towel racks, ink stands, chestnut bur puzzle, small book racks, etc.

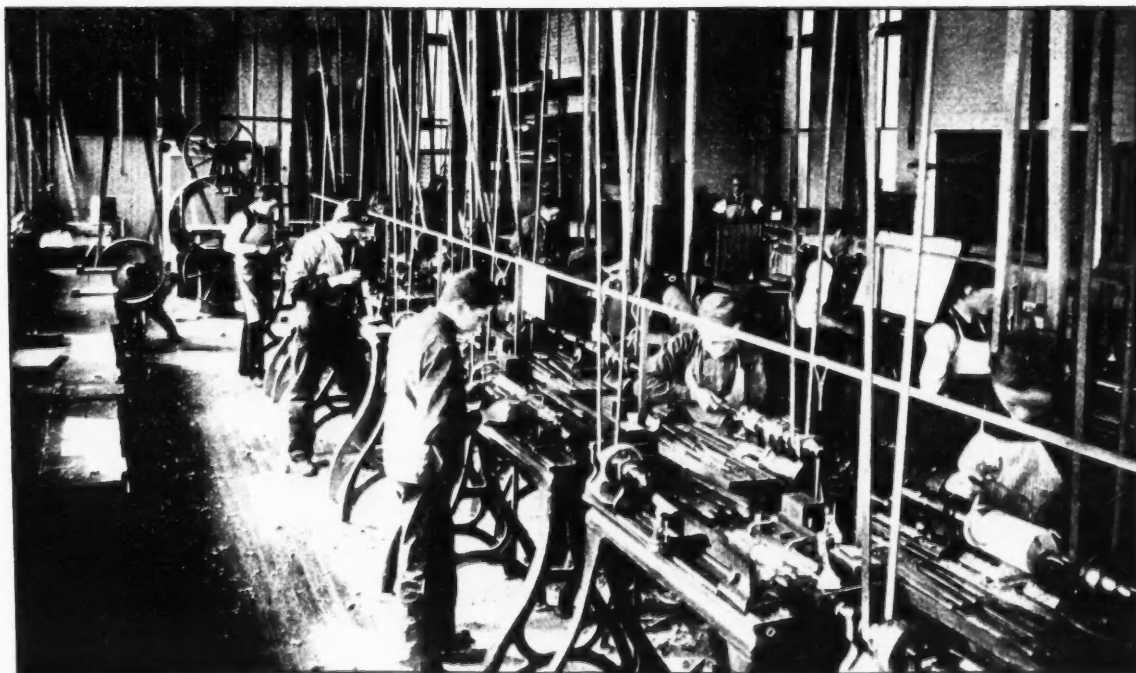
SEVENTH AND EIGHTH GRADES.

This class of work will begin with a review of the principles already taught and will then enter into what may be termed the advanced Joinery and Carpentry work. It will include more advanced work in joints, frames and difficult constructions. The care and use of the planes will be taught.

The outline of the work planned for these grades is practically that now being pursued by the beginners' class at the Central Manual Training School Building. This is giving very good satisfaction. Wood carving of simple geometric and decorative designs will be introduced in the latter part of the course.

Throughout the whole five years' course the direct bearing of the work on the regular instruction of the school will be studied and applied wherever practicable.

Already it has been remarked by teachers and principals that the time spent by the sixth grade manual training class has been of advantage to them in other lines of study pursued in the building.



WOOD TURNING AND CABINET MAKING, MANUAL TRAINING BUILDING.

SCOPE OF PRIMARY SCHOOL WORK.

MRS. L. L. FLOWER, MEMBER OF CHICAGO SCHOOL BOARD.

Within the limits assigned this article, I can only give a very general idea of what, in my opinion, should constitute Primary School Work.

One principle—and one only—renders taxation for school purposes justifiable, the same principle underlying all taxation, viz.: the general good of the community. The safety and progress of any country are dependent on the intelligence and education of the mass of the population; but, in a republic like the United States, it is of vital importance that the people should have the education to read the ballots they cast, and the intelligence to understand the issues involved in any election. I think this premise will not be denied by any.

Granting this, the next point is: How shall this general intelligence be diffused, and to what limit is the government entitled to extend its public educational privileges? I must frankly own that I very much doubt whether, on the ground of the general good, which alone justifies taxation, the high school, as a part of the school system, could be maintained. The high school reaches the few, not the many. In Chicago, with its 120,000 registered public school attendants, the highest number enrolled in the high schools at any time the past year was 5,080—less than 4 per cent. The high school exists because those who pay the taxes are, in the main, those who are benefited. We are proud of the fact that so broad an opportunity for advancement is nominally within the reach of all.

One thing, however, is to be deprecated in connection with them, and this is the idea that the high school is the end and aim of all, and that primary and grammar schools are to be merely a preparation for the high school. Higher education is a good thing for those who can have it, but primary education is a necessity for all; hence the primary school is the most important, the most far-reaching, and the one on which the main thought, attention and money should be expended. This is true of primary schools everywhere; but it is especially true in the large cities like Chicago, with an immense foreign population, uneducated and unassimilated, whose children are to be the rulers of the next generation, and in whose preparation for their duties we should bestow unwearied pains.

In the Chicago reports of school attendance, taking the highest enrollment, which was in November, 92,220 children were in the primary grades, 32,612 in grammar, and 5,080 in high school, showing that only 39 per cent. of the children pass beyond the fourth grade, and only 5 per cent. of these reach the high school—less than 4 per cent. of the total enrollment. This percentage would be largely diminished, if we allowed for the children entering high schools from private and parochial schools.

With this state of facts, can any one question the duty of the Board of Education to adapt the primary school work to the needs of the 61 per cent., even if, in so doing, they render the course not quite so beneficial to the 39 per cent.? Such, however, would not be the effect. A thorough knowledge of a few things, a solid foundation in elementary work, in place of a smattering and superficial knowledge of many things, would be of as much benefit to those who go on as to those who are compelled to be content with the primary course. Theory has taken the place of practical experience in too much of our educational work, and the principal sufferers are the children whose instruction is limited to two or three years in a primary school.

Two general principles should be considered in arranging a primary course of study:

The school, for many, must supplement the home, and do for the child, within certain limits, what the parent, through indifference or inability, fails to do. It must do this, too, on exactly the same ground on which it gives all education—the well-being of the many, not the good of the individual. For this purpose, sewing, drawing, and some physical or manual training should be given in primary grades.

Singing, as tending to increase the power of innocent enjoyment, as lightening the work of the school, as a refining and elevating influence, acting both on the child and, indirectly, on his home, should also be taught.

This, you will say, is about what is taught in the schools now. True; but it is the manner and amount of the teaching that is at fault.

[Continued.]

RECENT BOARD RULES

The School Board of Superior, Wis., recently adopted the following rules:

The janitor's place of residence shall, at all times, be kept posted on the outer door of the basement.

Marriage by a teacher during the term of her employment shall invalidate her contract, at the option of the board, to be exercised at any time during the term.

No advertisement shall be read or distributed either in the school or on the school-grounds. No agent shall, in the school, exhibit to teacher or pupil any article whatever.

Complaints by parents and others shall not be made to teachers in school hours, nor in the presence of the pupils. The principal may be consulted in his office at any time. If not satisfied with his action, the matter shall be referred to the superintendent. If his decision be not satisfactory, an appeal may be taken to the board.

In no case shall corporal punishment be resorted to. A violently disorderly pupil may be ejected from the premises by the teacher, who may call the principal or janitor to her assistance.

The Cleveland Board has the two following rules:

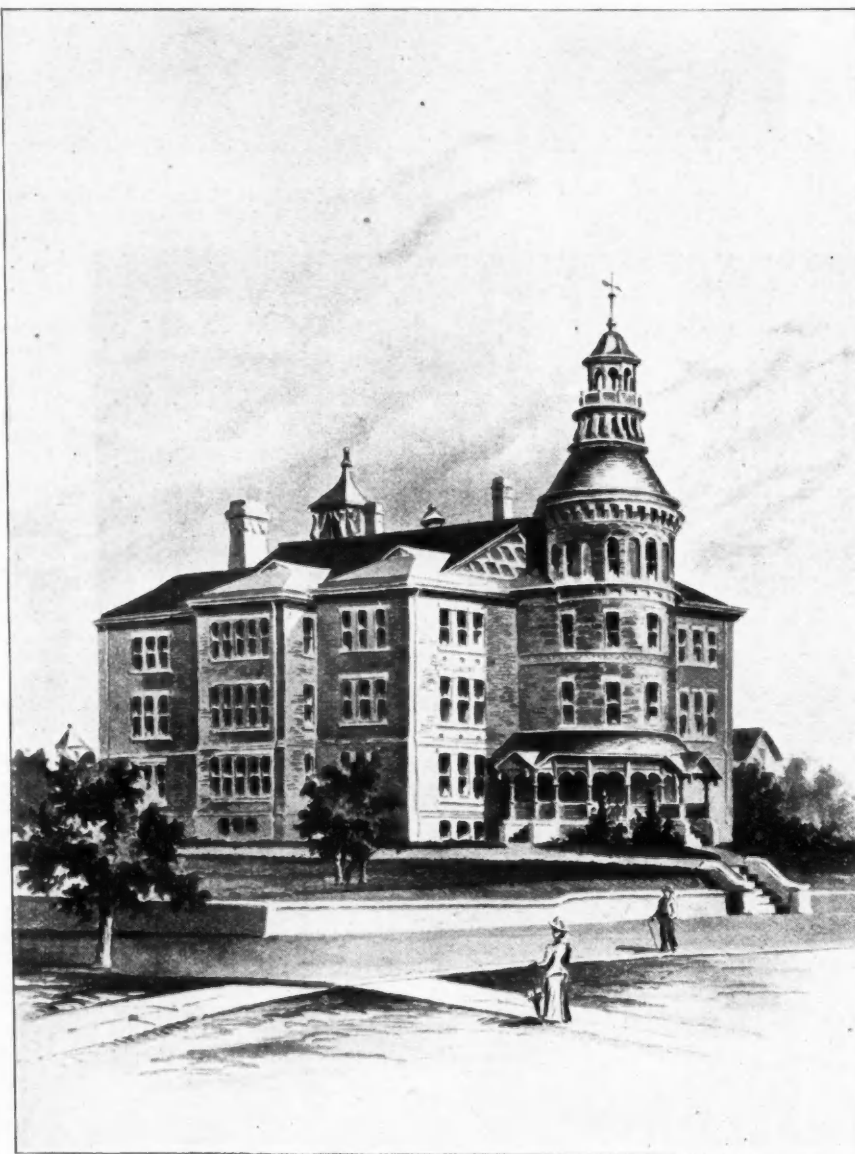
No corporal punishment, of any description, shall be inflicted in any of the public schools, except in the boys' schools, where it should be resorted to only in cases of

extreme necessity arising from flagrant and persistent disobedience. No other than a common rod or whip shall be employed, and all cases of such punishments shall be reported to the superintendent on blanks to be furnished by him for the purpose.

No pupil shall be detained at recesses or after school hours.

Portland, Me.: Pupils unable to read shall be admitted to the schools only during the first four weeks of the fall term and the week following the May vacation.

Peoria, Ill.: Individual members shall not entertain or discuss the merits of applications, petitions, or complaints, except in committee; or any evidence that may come before it, except through formal reports to the board and its officers.



WASHINGTON AVENUE SCHOOL, COUNCIL BLUFFS, IOWA.

First, That an absolute knowledge of certain essentials *must* be acquired.

Second, That such a cultivation of the faculties, including, especially, the faculty of observation, should be added as will enable the child to best use his natural abilities to really see the world about him, and, if possible, awaken in him a desire for further improvement.

The essentials are the things absolutely necessary for him to know in order to perform his duty as a citizen, and to compete with the majority of his fellows on equal terms. These essentials, of which *absolute* and *accurate* knowledge must be acquired, are reading, writing, spelling, arithmetic, language, and some geography.

FURNITURE AND HEATING CONTRACTS.

Contracts have been awarded Isaac D. Smead & Co., for heating and ventilating during the past month in the following cities:

District schools, Detroit, Whiteford, Cheboygan and Lansing, Mich.; District schools, Portage, Dayton and Brooklyn, Ohio; public school building, Blue Rapids, Kans., Evansville, Ind.; Presbyterian Church, Zanesville, Ohio; State Normal College, Warrensburgh, Mo.; Jefferson school, Duluth, Minn.; Oklahoma University.

All the contracts for school furniture in Chicago and Detroit for the coming year have been awarded to the United States School Furniture Co.

The following bids for heating the new high school building at Minneapolis have been submitted to the board: Wentworth & Co., \$10,734; W. F. Porter & Co., \$9,500; Pond & Co., \$10,263; Tunstead & Moore, \$10,900; Saxton & Phillips, \$7,964.

The hot air system has been agreed upon for the new school building at Council Bluffs.

The Board of Education of Saginaw Mich., requires the competitors to give a satisfactory guarantee that they will heat the entire building during the coldest weather to 70 degrees Fahrenheit and that the temperature of each and every room shall not vary over three degrees in any part of the rooms; that the air shall be changed every eight minutes in such a manner that when the warm air is turned off the cold air will supply the ventilation.

The contest for the heating and ventilating apparatus for the two new school buildings of Cincinnati was decided in favor of the Smead System.

SALARIES.

Visalia, Cal. Teachers below the sixth grade, \$75, sixth to ninth grades, \$85, ninth and tenth grades, \$100, principal of grades, \$150 per month.

Oakland, Cal. Principals of grammar schools, from \$1800 to \$2100 a year.

New Bedford, Mass. Assistants in the grammar schools receive an advance of \$25 each year until \$500 is reached, and then an advance of \$50 each year up to \$600. The primary teachers receive an advance of \$25 each year up to \$450, and then an advance of \$50 each year up to \$550.

Benton Harbor, Mich. Superintendent \$1200 a year, first assistant in high school, \$70 a month.

Toledo, O. Janitor of high school, \$1000, salaries of other janitors range from \$190 to \$400 per annum.

Rapid City, S. Dak. Principal \$140 per month, assistant \$80, grade teachers \$65.

Columbus, O. School librarian, \$1200 a year.

Chicago, President Cook County Normal, \$5,000 a year.

Grand Rapids, Mich., Superintendent, \$3,000.

Lima, O. Superintendent \$1800.

Battle Creek, Mich. Superintendent \$1800.

Alliance, O. Superintendent \$1400.

Boston, Mass. Sub-masters of high schools, minimum \$1100, maximum \$1800 a year.

Lynn, Mass. Evening School officers: Principal, \$4.00 per night; Instructor of Shorthand, \$4.00 per night; Instructor of Book-keeping, \$3.00 per night; Instructor of Algebra, etc., \$3.00 per night; Sub-

Cleveland, O. The new regulations provide for a director at \$5000, a superintendent at \$5000, an assistant superintendent at \$2700 per year, two supervisors at \$2500 per year and one supervisor at \$2000 per year, where heretofore there were two supervisors at \$2500 per year, two at \$1900 per year and a supervisor of German at \$2000. There will be no special teacher of physical training under the new rules. At the Central high school the salaries of two teachers were increased from \$1400 to \$1500 a year and that of one in the West high from \$800 to \$900. The salaries of all other teachers remain unchanged.

New York City. Superintendent \$7500 a year.

Pittsburg, Pa. Teacher of mechanical drawing for high school, \$1200.

Wichita, Kans. Teachers of more than three year's experience receive \$60 per month. Those having but three year's experience get \$55 and for eighteen month's experience, \$50. The inexperienced are paid \$40 when employed. The principal of the high school receives \$1500 per year, his first assistant receives \$1000. The subordinate teachers receive \$83 per month. The special teachers in drawing and music receive \$1,000 each annually, and the teacher of penmanship, \$75 monthly.

Providence, R. I. Superintendent, \$2000 minimum, \$2,300 maximum.

VENTILATION HINTS.

When furnaces or indirect steam is used in the construction of new buildings, the warm fresh air in the schoolrooms should be admitted in regular quantities. In the cloakroom or hallway there should be one or two registers placed in the floor for the purpose of warming feet and clothes; but unless absolutely necessary, these should never be placed in the floor of the schoolroom, as there is nothing more disagreeable than the odor of drying boots and clothes in a room used for daily school work.

If school trustees, parents, and teachers really understood how much more work can be done in a schoolroom properly supplied with fresh warm air than in a room where the air has become vitiated

and unfit to breathe, a month would not elapse before some adequate provision would be made in this direction.

It is estimated by competent authorities who have gathered the statistics, that vitiated air in the houses of citizens causes 40 per cent. of the deaths annually occurring.

Every schoolroom should be provided with a series of the lime-water bottles, showing the per cent. of vitiated air and determining when it is dangerous.



PROMINENT WESTERN SCHOOL MEN.

M. H. Robinson, Supt.,
Wahpeton, N. D.

C. F. Feagan, Supt.,
Mattoon, Ill.

Robt. E. Bunker,
Muskegon, Mich.

L. P. Tanner, Supt.,
Cathoun, Ky.

Wm. H. A. Rutherford, Prin.,
Red Lake Falls, Minn.

A. T. Bridgeman, Sec'y,
Springfield, S. D.

Geo. L. Riess,
Red Bud, Ill.

O. W. Erlewine,
Sacramento, Cal.

John F. Hall, Clerk,
Marshfield, Ore.

E. A. Snyder,
Cedar Falls, Ia.

Christian Reitter,
East Saginaw, Mich.

O. W. McAllaster,
Lawrence, Kans.

John M. Boyer, Supt.,
Granville, Ill.

J. Layton Large, Supt.,
University, Cal.

Geo. E. Church,
Fresno, Cal.

principals, \$2.00 per night; Assistants, \$1.00 per night. Janitors of the evening schools 66 2/3 cents per room per week, but in no case less than at the rate of \$3.00 per week. For the Evening Drawing School, First and Second Assistants in the free-hand classes and the first assistant in the mechanical class, \$5.00 per night, and all other assistants \$4.00 per night.

BOOK NOTICES AND REVIEWS.

By W. H. BEACH.

NORMAL COURSE IN READING, FIFTH READER, Emma J. Todd and W. B. Powell, A. M. Silver, Burdett & Co.

This is the highest in a series of school readers designed to meet a demand for something more than a collection of literary selections for practice in reading and elocution. There is a great variety in these selections. We have entertaining natural science, vivid description, instructive history; there are models of close observation and analysis; there are suggestive reflections, examples of the highest literary merit, and some of the choicest poetry in the language. The pupils will make the acquaintance of Thoreau, Ruskin and Tyndall, as well as authors more commonly quoted. The selections are excellent, and furnish food for thought as well as practice in reading.

NEW NORMAL READERS I, II, and III. Albert N. Raub, A. M., Ph. D. Porter & Coates.

The mechanical work in the making of these readers is of the best. They have an inviting appearance. There is originality in the matter and the style, while conforming to the usual character of school readers.

CATHCART'S LITERARY READER, a manual of English literature, George R. Cathcart, American Book Co.

Cathcart's Literary Reader, published more than seventeen years ago has been a well-known book. This new edition covers a wider field and is adapted to the greater needs of to-day. There is a brief but valuable introduction on definitions, figures of speech, outlines of the study, and the beginnings of English literature. The best of English and American authors are represented by selections from their best works, with condensed sketches of their lives and discriminating estimates of their writings. Place is given to scientific as well as purely literary writers. The book is in every way an attractive and refreshing one.

LESSONS IN NUMBER, Francis Cogswell, A. M. Thompson, Brown & Co.

An ingenious and practical method of developing with beginners the idea of number, combined incidentally with exercises in writing, spelling and language.

BRADBURY'S EATON'S NEW ELEMENTARY ARITHMETIC, PART 2. Thompson, Brown & Co.

A well-graded series of oral and written exercises with simple, brief rules, intended to secure promptness and accuracy in elementary operations.

THE COMPLETE ARITHMETIC, Albert N. Raub, A. M., Ph. D. Porter & Coates.

In this book the author has combined mental and written arithmetic—better named oral and written. The exercises are well calculated to test and develop the thinking and reasoning faculties, and at the same time to acquire readiness in applying the more advanced rules of arithmetic. Careful analysis is made to precede the formal statement of principles. The author's suggestions to teachers are of value, and if carried out by all teachers, pupils would become original, independent mathematicians. The book is a practical arithmetic of a high grade and treats of subjects that are usually omitted in most of the later practical arithmetics.

BUSINESS LAW, by Alonzo R. Weed, of the Boston Bar. D. C. Heath & Co., Boston.

This is the best treatise we have seen, on this subject of which neither business man, nor teacher of future business men, can afford to be ignorant. It treats briefly, but very clearly, of just the topics about which an active business man is in everyday need of information, such as contracts, negotiable paper, agency, partnership, the transportation of goods, deeds, mortgages, leases, collection laws, interest, insurance, patents, etc. Especial attention is given to different state laws relating to the same subject. There are questions on the text, and all sorts of "hypothetical cases." It is arranged for ready reference, and on the desk of the busy men it will fill a place heretofore unoccupied. Price \$1.10.

PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS, R. Anna Morris. American Book Company.

"A sound mind in a sound body," was a maxim of educators long years ago, and now physical education is receiving increasing attention. This book contains a variety of exercises, drills, marches, etc., for use in schools. Such exercises afford recreation, and at the same time order, discipline, freedom of movement and health are promoted by such means. Some space is devoted to studies in Delsarte expression and to culture and training of the voice in reading and declamation. Some appropriate music to accompany the exercises is also given.

NUMBER CHART.

Principal W. W. White, of Milwaukee, has published a primary number card for use in the school room which contains several practical features. A series of figures are arranged in a manner which enables the teacher to give the pupils examples in addition, subtraction, etc., without writing them upon the regular black board or upon the pupils' slates. The cards are in the hands of pupils, and any reference to columns or rows of figures, or kind of example will place the pupil at work without preliminaries or loss of time.

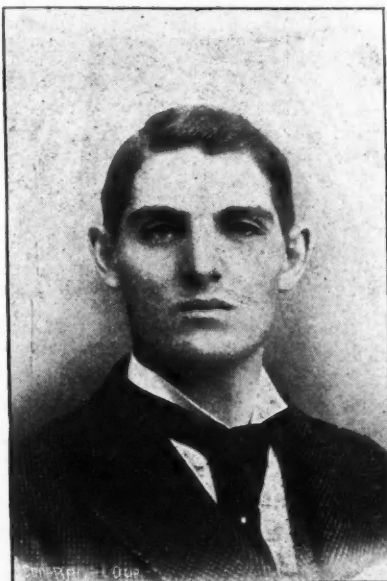
A NEW LANGUAGE CHART.

We have just received advance sheets of the new Elementary and Number Charts, prepared by Mr. C. F. Leins, ex-superintendent of schools of Washington county, and published by Leins & Upgenorth, of West Bend, Wis. The advance sheets enable us at this time to say what the chart will really be. The subject matter at once reveals the fact that the author has not only given his work the greatest study and care, but that he has succeeded in producing something which surpasses all other similar works now extant. He has undoubtedly a keen perception of the actual needs in the average school room.

The pupil's attention is held by reading matter interesting as well as instructive, presented in large, plain and neat type. The whole is an embodiment of all the requirements of a complete and serviceable language chart, such as is required in every school room. School officials can readily see its superiority, both in point of practicability and economy.

The chart comes from the press of Houtkamp & Cannon, Milwaukee, Wis., whose progress in all lines of modern art of printing enables them to do this work full justice in its typographical appearance.

Dr. Selim H. Peabody, the director of the department of liberal arts at the Columbian Exposition, announces that the smallest unit which will be recognized in this exhibit are the states.



M. A. BARRINGER,
Advertising Manager for the School Board Journal.

WOMEN WANT SALARIES EQUALIZED.

The women teachers in the Oakland High School have commenced their contest against the male teachers. They want their salaries equalized, as is shown in the following communication sent to the board:

"The salaries of the men who are heads of departments in this school are 20% higher than those of the women holding the same rank. The work of the latter requires as much mental preparation as the work of the former, and in some cases very much more physical exertion and labor. Discrimination in salaries on account of sex is not in accordance with the spirit of the advanced institutions of learning of the present day, and is unworthy of so progressive a school department as that of Oakland. Such discrimination is illegal as being contrary to the letter and spirit of that portion of the school law entitled 'An act to prevent discrimination against female teachers,' which reads as follows: 'Females employed as teachers in the public schools of this state shall receive the same compensation as is allowed to male teachers for like services when holding the same grade certificates.'"

A PLEA FOR DOMESTIC TRAINING IN SCHOOLS.

Supt. O. B. Bruce, of Lynn, Mass., in his report says: "It seems strange that where so much is put into the preparation of the boy for man's duties, so little is done to fit the girl for woman's duties. Sloyd, higher manual training and military drill are adopted for the boy, but for the girl,—practically nothing.

It needs but brief argument to show that domestic science, embracing cookery, sewing and the care and furnishing of home, etc., is of more benefit to the coming woman, who is to make or unmake the home of the coming man, than manual training or military drill will be to the future "male citizen." Of more benefit to three-fourths of our school girls who will become housekeepers, will be such knowledge, skill or deftness than much of their present sacrifice of energy in mathematics, technical grammar, ancient languages, or even drawing or so-called literature."

COUNTY SCHOOL BOARDS.

Hon. J. S. Boreman, Ogden, Utah, says: "It is deemed by some that the school law would be greatly improved by the creation of county school boards, with the county superintendents as chairmen of such boards, and that such county boards should assume the powers and discharge the duties now devolving upon district school boards and school trustees. If the law-making power should deem it wise to change the school law in this regard, it would probably be well to leave the adoption or rejection of the change to a vote of the people of each county, such vote to be taken upon the order of the county court whenever a proper petition is presented therefor. Some counties may be ready for such change and others may not."

LIBRARY EXHIBIT.

The American Library Association, in annual session at Lakewood, N. J., recommended that the library exhibit at the World's Fair be put in charge of the United States Bureau of Education and that it be arranged as follows: First, individual library exhibits; second, comparative exhibits, including library appliances, architecture and fittings; third, history and description of libraries; fourth, a library in complete working order.

"I receive THE AMERICAN SCHOOL BOARD JOURNAL every month, and can, without hesitation, recommend it to all teachers, boards of education, school officers, trustees of schools, patrons and all interested in the schools of our country.

HOKE SMITH,
Pres. Atlanta, Ga., Board of Education.



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PRICE LIST OF TEXT-BOOKS.

USED IN THE PUBLIC SCHOOLS, STATE OF WASHINGTON.

Franklin First Reader and Primer combined.	\$ 25
Franklin Second Reader.....	25
Franklin Third Reader.....	50
Franklin Fourth Reader.....	65
Franklin Fifth Reader.....	85
Swinton's Studies in English Literature.....	1 35
King's Geographical Readers, No. 1.....	60
King's Geographical Readers, No. 2.....	85
Modern Spelling Book.....	25
Pollard's Synthetic Speller.....	25
Swinton's New Word Analysis.....	40
Hyde's Language Lessons, No. 1.....	40
Welsh's First Lessons in English.....	50
Welsh's English Grammar.....	75
Welsh's English Composition.....	75
Welsh's Complete Rhetoric.....	1 25
National Language Tablets.....	10
Wentworth's Primary Arithmetic.....	35
Wentworth's Grammar School Arithmetic....	75
Wentworth's High School.....	1 25
Wentworth's Shorter Algebra.....	1 10
Wentworth's P. and S. Geometry.....	1 40
Brook's New Mental Arithmetic.....	35
National Number Tablets.....	10
National Algebra Tablets.....	15
Harpers Introductory Geography.....	60
Harper's School Geography.....	1 25
Eclectic Physical Geography.....	1 20
Eggleston's First Book in American History..	70
Eggleston's United States History.....	1 25
Myer's General History.....	1 65
Harper's Tracing Books, Nos. 1 and 2.....	07
Harper's Primary Copy Books, Nos. 1 to 7....	08
Harper's Gram. School Copy B'ks, Nos. 1 to 8.	10
Pathfinder, No. 1.....	35
Pathfinder, No. 2.....	60
Steele's Hygienic Physiology.....	1 20
Gage's Introduction to Physical Science.....	1 10
Webster's High School.....	1 05
Webster's Academic.....	1 75
Webster's Condensed.....	2 50
Bryant & Stratton's Common School.....	95
Whiting's Music Series, Books 1 to 5.....	25
Whiting's Music Series, Book 6.....	60
Andrew's Manual of the Constitution.....	1 20
Civics for Americans.....	50
Prang's Shorter Course, Nos. 1 to 5.....	25

LIST OF MANUALS USED BY THE TEACHERS.

King's Methods and Aids in Geography.
Long's New Language Exercises, Nos. 1 and 2.
Lillenthal's Things Taught."

1. R. J. Dooley, Peoria, Ill.	6. C. J. Potts, Bedford, Pa.	11. D. F. Dederick, Quincy, Ill.	16. A. J. Beitzel, Boiling Springs, Pa.	21. H. C. Stahl, Bellevue, O.	25. J. M. Berkey, Berlin, Pa.
2. Ph. Resmer, Cincinnati, O.	7. A. H. Revell, Chicago, Ill.	12. W. H. Gray, New York City.	17. Chas. Graefe, Sandusky, O.	22. M. J. Madigan, Connellsville, Pa.	26. W. S. Scaton, Jackson, Mich.
3. F. L. Wormser, Scranton, Pa.	8. B. T. Smelzer, Havanna, N. Y.	13. S. F. Parcher, Biddleford, Me.	18. H. B. Eastburn, Doylestown, Pa.	23. T. J. Guy, Troy, N. Y.	27. J. V. Lawrence, Yonkers, N. Y.
4. D. L. Coleman, Doylestown, Pa.	9. A. L. Clark, M.D., Elgin, Ill.	14. J. B. Swalen, Middletown, N. Y.	19. T. J. Burns, Bloomington, Ill.	24. S. Marks, Norfolk, Va.	28. Fred I. Dana, Providence, R. I.
5. J. B. Pudney, Passaic, N. Y.	10. Jos. Cameron, Hornellsville, N. Y.	15. Jacob Pontz, Lancaster, Pa.	20. M. V. Cole, Dallas, Tex.		



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Prang's Teachers' Manual.
Prang's use of Models.
Pollard's Synthetic Manual.
Wiggin's Lessons on Manners.
Wentworth's First Steps in Number.
Pratt's The New Calisthenics.

CHANGES IN COURSE OF STUDY.

The following changes have been made in the Lynn, Mass., schools:

The study of civil government has been transferred from the first to the second year, and that of physiology from the second to the first year.

Book-keeping has been made optional in the second year of the literary course, to be taken only with the advice or consent of the principal.

French has been made optional in the place of drawing in the second year of the literary course.

Solid geometry has been dropped from the third year, and plane geometry continued, put in its place.

A fourth year has been added to the literary course embracing the following list of studies; English language and literature, rhetoric, political economy, general history continued, French or German, solid geometry, trigonometry, surveying, astronomy, geology.

HAS TWO SCHOOL BOARDS.

Huron, S. Dak., is enjoying a luxury that does not come to every city, namely, two boards of education. No. 1 was elected by the people nearly two years since, and No. 2 was appointed a few weeks since by the city council. Neither recognizes as legal the acts of the other. No. 1 has the records, etc., and its treasurer holds fast to the seal. They have chosen teachers and fixed salaries for the ensuing year. No. 2 directed the treasurer to furnish \$15,000 additional bonds as keeper of the school fund, and gave him ten days in which to do so. He refused to comply with the request, and learning that an effort would be made to oust him from office the old board succeeded in getting Judge Campbell to issue an injunction against the new board, the mayor and city council, restraining them from in any way interfering with Mr. Klemme, the schools or the old board. The situation is interesting, if not ridiculous.

A. H. Revell, member of the Chicago board of education says: "Buildings for all the school children first; then, if there is any money left, expend it for some of the most useful of the fancy studies, but give every child school accommodations first."



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SCHOOL BOARD NEWS.

Denver is to have a new manual training school. The Superior schools have adopted free textbooks.

The Seattle board employs an architect for \$2700 a year.

Detroit will raise \$100,000 for a manual training school.

At Salt Lake City, no teacher is permitted to teach private classes.

The Lynn, Mass., grammar school course will include cooking next year.

The Kansas city board charges 25 cents admission to graduating exercises.

The Omaha board has decided to employ a secretary who is not a member of the board.

A committee is appointed by the Findley, O., board to examine the graduating classes.

The Xenia, O., school board will remove the boiler from the high school to a separate building.

The Lynn, Mass., board has asked the city council for \$200 for the world's fair school exhibit.

The New York board has decided to continue the teaching of German and French in the schools.

The St. Louis board has let the contract for coal, for the ensuing year, for seven cents per bushel.

During the summer, the schools of Wilmington, Del., open at 8 30 o'clock and close at 12 o'clock.

In small schools of Philadelphia, where there are three principals, two will be dropped next year.

The Milwaukee board has purchased four No. 3 caligraph typewriters for use in the high school.

Chicago will have at least eleven new school buildings this fall, making 231 fully equipped schools.

The W. C. T. U. ladies of Minneapolis ask that a cooking department be established in the grammar schools.

The school trustees of Trinidad, Colo., recently gave a ball and supper, the proceeds to be used for the schools.

The city attorney of Dallas, Tex., holds that a member of the board can not serve as secretary and draw a salary.

The State Teachers Association of Florida will prepare a souvenir hand-book for distribution at the world's fair.

The members of the board of education of New York are strongly opposed to allowing pupils to compete for prizes.

The Oakland board has a rule that leave of absence shall not be granted any teacher for a longer term than six months.

The board of Augusta, Ga., will hereafter pay the teachers at the end of each month instead of at the end of the school year.

The Wilmington, Del., board is considering the advisability of creating the office of boiler inspector for the public schools.

The architect of the Minneapolis new high school building is to receive 3½ per cent of the cost of the building for his plans.

The board of St. Paul and Minneapolis elect teachers in May, but the list is not made public until after the schools close for the year.

At the school picnic recently enjoyed at Janesville, O., the street railway company placed its entire equipment at the service of the board.

The Marshalltown, Ia., board realized \$148 from the sale of tickets to commencement exercises, which they will devote to the library fund.

The Baltimore board will employ eleven teachers of sewing in public schools. The superintendent will be paid \$600 a year, the others \$500 each.

Mrs. Lucy A. Boardman, of New Haven, Ct., has given the board of education \$30,000 for a manual training school, as a memorial to her late husband.

The Mayville, O., board limits the number of non-resident pupils, in attendance upon the high school, to ten and charges \$1.75 per month tuition.

State Superintendent Luce of Maine says that the increase in attendance upon the school during the past year is due to the introduction of free textbooks.

Much to the disappointment of the Woman's Club, Mayor Washburne appointed all men to fill the eight vacant positions on the Chicago school board.

The Covington, Ky., school board has a rule that no person related by blood or marriage to any member of the board can be a teacher of the public schools.

The visiting committee of the Duluth school board recommends that the double school sessions be abolished and one long morning session be adopted. Referred.

Lockerbie School Board, Scotland, has introduced sewing machines into its schools, and rival sewing machine companies are competing over providing samples gratis.

The board of education of Bay City, Mich., recently adopted a resolution instructing the secretary to solicit bids for the position of city superintendent.

The Niles, O., board of education has adopted a resolution that no presents, floral or otherwise, shall be presented to members of the graduating class in the hall on commencement night.

Supt. Draper, appointed to supervise the Cleveland schools, is a citizen of New York. The question has been raised as to whether the school council can appoint a non-resident to that position.

The Floyd County, Ind., board of education employs no teacher who does not furnish a certificate of attendance at the County Institute, or in lieu thereof a reasonable and satisfactory excuse.

The Baltimore board had decided to abolish the annual examinations of pupils for promotion from one grade to the next higher, and the promotions will hereafter be made on recommendation of the teachers.

In securing contracts for heating and ventilating the new school building at Wilkes Barre, Pa., the companies are required to give bonds in half of their bid, the names of the bondsmen to accompany the bids.

At Decatur, Ill., objection was made by some of the old members to the recently elected woman member voting on the \$50,000 negotiation for school purposes. The attorney for the board decided she has the right to so vote.

The committee on closing exercises of the Wilkes Barre, Pa., schools recommended that \$100 be appropriated for speakers and an orchestra. The recommendation was adopted.

A Minneapolis landscape gardener has been employed by the Duluth school board to arrange the grounds about the new school building. They mean to have the grounds in accord with their magnificent building.

The Boise City board has asked the teachers elected for the ensuing year to sign a contract pledging, "that no considerations of personal interest or profit shall induce her to seek employment elsewhere during said year." The teachers rebel.

The janitor of one of the Wilkes Barre, Pa., schools is accused of purposely mismanaging the heating apparatus in use in his building, and of accepting bribes from another heating firm. The charges were not sustained by sufficient proof, however.

The Grand Rapids, Mich., board will remove the truant school to a separate building. The essentially new features of this plan is the establishment of an ungraded department, affording pupils, deficient in certain branches a chance to make them up as rapidly as possible.

The school board of Helena, Mont., signed a petition for the opening of streets with the understanding that the school district was not to be held for any damages that might accrue; but the judge holds that all abutting property is equally liable under the city ordinance.

Since the vaccination law went into effect last winter hundreds of scholars have been kept from the Bayonne, N. J., school, and at the present time fully five hundred are roaming about the streets. Parents refuse to allow the vaccination of their children and the authorities are puzzled.

The board of education of Medina, O., recently met to consider the subject of appropriating money to pay the tuition of pupils of the high school, as provided for in the recent legislation. The law being unpopular among them, they did not appropriate any money for the purpose.

A committee from the Duluth board was appointed to visit Chicago last month to select apparatus for the high school laboratory and the paraphernalia for the manual training department. They were instructed to visit the schools and colleges and to purchase the best outfits in use.

The President of the Sacramento board says he believes it to be the unanimous judgment of the directors that the experiment of physical culture under the instruction of Miss Maelstrom, is an eminent success and that the Swedish system, as taught by her, ought to be continued as of immeasurable benefit. She received a salary of \$1000 a year.

There is a paragraph in the Consolidation Act of New York City which reads as follows:

Every person in the employ of the board of education, and every school officer, and every officer or teacher of the school or society who shall willfully sign a false report to the board of education shall for each offense forfeit the sum of \$25 and shall be deemed guilty of misdemeanor."

D. C. HEATH & CO.

AARON GOVE, SUPERINTENDENT OF SCHOOLS, DENVER, COL.:—

We have never seen a poor book on the list of this house.

J. H. KEPEERS, SUPERINTENDENT OF SCHOOLS, MAYSVILLE, KY.:—

Your house is a guarantee against "trash."

On their List are Hyde's Language Lessons, Sheldon's General and American Histories, Dole's American Citizen, Hawthorne and Lemmon's American Literature, Browser's Mathematics, Wright's Nature Readers, Milton's Public School Music Course, Thompson's Drawing Course, etc., etc.

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EDWARD BUYERS, BOARD OF EDUCATION, POUGHKEEPSIE, N. Y.:—

I have examined the book. I assume that it is a good book because you publish it.

W. H. SKINNER, TREASURER OF NEBRASKA STATE TEACHERS ASS'N.:—

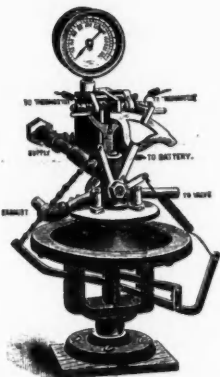
Our High Schools are indebted to your firm for a larger number of text books than to any other publishing house.

THE BUTZ SYSTEM OF AUTOMATIC TEMPERATURE REGULATION.

One of the most interesting and widely useful applications of electricity is the automatic regulation of temperature as exemplified in the Butz system. Our readers are no doubt familiar with the electric devices used to give notice of any outbreak of fire. Somewhat on the same principle is the operation of the Butz appliances, only instead of notifying the occurrence of fire, they are designed to prevent either a rise or a fall in temperature beyond certain fixed points. This is accomplished by means of electric thermostats communicating with hydraulic motors that control the operation of the valves of radiators or other heating apparatus.



CUT NO. 1.



CUT NO. 2.

The Butz appliances are strong and reliable, though of extreme susceptibility, and are guaranteed to open and close on the variation of one de-

gree's temperature, steam, ammonia or other valves as shown in cut No. 1. There is nothing contradictory in this assertion regarding the union of strength and susceptibility; the delicately susceptible portion is the electric thermostat, which merely transmits notice of a variation in the heat; the actual work is done by the electro-hydraulic motor, as shown in cut No. 2, much as human hands and arms execute the orders transmitted from the human brain. The operation of the electro-hydraulic motor is briefly explained as follows: The water entering the "supply" passes through the open port and inflates the diaphragm on the valve on the radiator, which is connected by a small lead or iron pipe, closing the steam valve and forcing up the compound lever on the motor, slackening the chain on the left side, and causing a tension on the spring on the right side of the notched quadrant that controls the valve in the motor.

The notched quadrant, being held by the armature, is released when the circuit is made by the thermostat, caused by a change of temperature, thereby changing the ports in the valve of the motor and allowing the water under pressure to return from the valve on the radiator and out through the exhaust.

As soon as the circuit is made by the thermostat, it is broken by the change of the notched quadrant.

In its application to regulate the temperature in an office building the motor is placed under the washstand, and the "supply" connected to the water supply of the building.

For regulating hot or cold air ducts, or the drafts of a heating apparatus the usual diaphragm is used instead of the metal-diaphragm on the radiator valve.

In its application in school houses were indirect radiation is employed, the electro-hydraulic motor controls the diaphragms to which the dampers are attached, controlling the heated air for each room by its respective thermostat, thus maintaining a uniform temperature which is of great importance for both teacher and pupil.

The Butz devices have been in use about two years and their usefulness is fully demonstrated. They have been availed of in numberless instances to regulate the



CHAS. S. WOODARD,

Managing Partner of Geo. Sherwood & Co., Chicago, Ill.

temperature in residences, and it has been found that they add to the comfort of the inmates, but they notably diminish the expense for fuel. Besides regulating the temperature in dwellings, the Butz appliances are useful in a great variety of industries, as for controlling steam valves, water valves, ammonia valves, gas valves, air valves.

Wherever it is desirable to maintain the temperature at any degree high or low; or to keep the temperature within a certain range, these appliances are invaluable. For further details we recommend our readers to The Butz Temperature Regulating Co., 1040 Unity Building, Chicago.

CHAS. S. WOODARD.

Chas. S. Woodard, managing partner of Geo. Sherwood & Co., School Book Publishers, is the son of the late Hon. Willard Woodard, who started the School Book Publishing Business of this firm, some twenty years ago.

Under Mr. Woodard's management the firm has made great headway in introducing their books, and so far, he has held his own with Eastern houses.

There are few teachers and school boards who have not heard of the Model Series of Arithmetics, by H. H. Belfield, Ph. D., Frank H. Hall's Arithmetic Reader, the Analytical Copy Books, by Prof. W. W. Wilkins, the Student's Series of Readers by Richard Edwards, LL. D. and H. L. Boltwood, A. M., Abbie G. Hall's Lessons in Botany and Analysis of Plants and The Virtues and Their Reasons, by Austin Bierbower, published by this firm.

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This school will be conducted in the same thorough manner as last year, by some of the best musical instructors in the United States.

Teachers can have here the very best instruction, enjoy the lake breeze and have a good time socially. Being near Chicago, Highland Park affords every advantage of the city.

The tuition rates are low. A department of writing has been added this year. Address, ROBERT FORESMAN, Secretary, 262 Wabash Ave., Chicago.

SENT FREE!

Write Cheney, Delaney & Paddock, of Chicago, for the little pamphlet of Chicago's condition and growth in the past ten years, just issued.



SOME LEADING SCHOOL MEN.

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L. H. Hills, M. D.,
Binghamton, N. Y.

Silas S. Gifford, M. D.,
Avon, Mass.

Geo. W. Botkin,
Hutchinson, Kan.

John T. Andrews,
Penn Yan, N. Y.

Geo. R. Shepperd,
Hartford, Conn.

J. E. C. Farnham,
East Providence, R. I.

M. F. Collins, Pres.,
Norwood, N. Y.

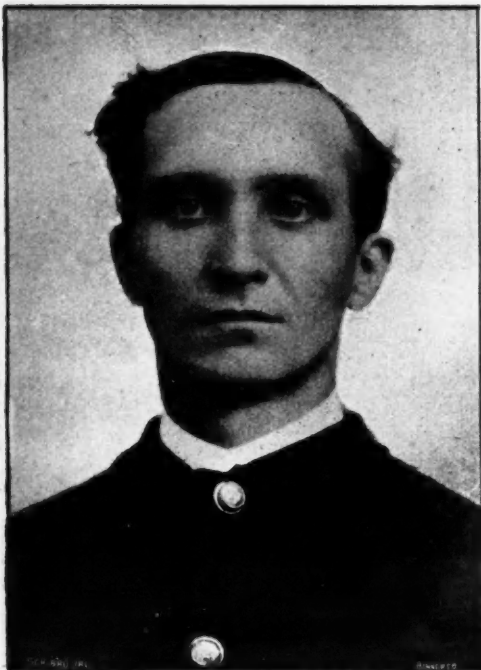
Orlando Emmons,
Livingston, Mont.

Prof. C. Betz,
Kansas City, Mo.

F. R. Place,
Campbell, N. Y.

Frederick H. Lane,
Babylon, N. Y.

School Board Journal.



IRA T. TURLINGTON, PH. D.,
Principal, Smithfield, N. C.

The subject of this sketch is a native of North Carolina. In 1879 he entered the University of that State. He was soon among the head men in his classes. While at that institution he never missed a recitation save on account of sickness. He was respected by the faculty, popular and influential with the students. He graduated in 1883, taking the degree of Ph. B.

From boyhood he intended to make teaching his life work. His preparation for this work was as thorough and as special as that of the candidate for any of the learned professions. The wisdom and correctness of his choice has been amply proven. After graduating he established a school near the place of his birth. At the end of its first session it was the largest school in the county. The success of this school established among those who had known Prof. Turlington from boyhood proved the estimate placed upon him by those who knew him best. But the young enthusiast realized that his school was too far from rail, so in 1886 he moved to Smithfield, uniting with Prof. J. L. Davis. The school has steadily grown since then. In 1891 he became sole principal of the school, which now bears his name, Turlington Institute. It is one of the largest schools in the State, has six teachers in its faculty and a thorough military department, has a handsome new academy building and commodious barracks. It is the pride of the county. It has students from all sections of the State, male and female.

Prof. Turlington has been four times elected superintendent of schools of Johnson county. He is a warm advocate of public education.

The Fuller & Warren Warming and Ventilating Company, of Chicago, Ills., have recently closed contracts for the following schools and public buildings:

Court house, Hampton, Iowa.
County house, Joliet, Ills.
County jail, Elkhorn, Wis.
One school building at Rensselaer, Ind.
One school building, Orange City, Iowa.
Two school buildings, Bozeman, Mont.
One school building, Clinton, Mo.
One school building, Butternut, Wis.
One school building, Prentice, Wis.
One school building, Baraboo, Wis.
Two school buildings, Merrill, Wis.

This company having just satisfactorily completed their contract for placing their common sense system of warming, ventilation and sanitary cremating closets in the new Tenth ward school building in Milwaukee, were, on June 3d, awarded the contract to place the same system in the new Ninth ward school.

The two schools just let to them at Merrill, Wis., make a total of six Fuller & Warren plants for that city.

HEATING QUESTIONS ANSWERED.

A good deal appears in THE AMERICAN SCHOOL BOARD JOURNAL on the subject of heating and ventilating schools. Most of us have homes, and therefore the heating and ventilating of homes is no less interesting. The Herendeen Manufacturing Company, of Geneva, N. Y., have issued a very attractive and reliable book ("House Warming and Ventilation") containing a series of valuable articles on this subject. Their practical character may be judged from the following extract from one article (by Mr. Francis A. Herendeen):

How shall I heat my house?

Everybody sooner or later asks this question—

The answer: Use a hot-air furnace, steam heat or a hot water system. Many people combine the last two.

Which is the cheapest?

First cost only considered—hot-air—unless you use stoves.

Then why is the use of other systems constantly increasing?

Easily told, because, leaving out the question of first cost, they are admittedly the most healthful and give a far pleasanter and evenner heat with an abundance of pure fresh air, and besides, are vastly more economical in fuel.

In selecting a steam or hot water apparatus, what is the most important feature to consider?

The boiler, as it is the very heart and life of the entire system.

Are n't all boilers about alike?

No, there are scarcely any two built the same way. Some are made of wrought iron, and some of cast

iron: Some are tubular, and some are sectional: Some are made with "packed joints" and some with "screwed joints." Some have plain grates, from which it is difficult to remove clinkers, others improved rocking grates, and so on.

How can I tell which are the best?

By getting thoroughly informed on each under consideration. For instance, examine the difference between "packed joints" and "screwed joints."

The book will be sent free on application to the company.

The St. Louis school book contest has been postponed until next spring. The rule relating to "even exchanges" has been repealed, which leaves the way open for a free fight next year.

A SUCCESSFUL PUBLISHING HOUSE.

One of the school book publishing houses which has rapidly won the confidence of school boards and school officials in all parts of the United States is that of Silver, Burdett & Co., whose Western office is located at Chicago. The different publications which they have placed in the market, bear many attractive features which commend themselves to educational people. This may be said to be due to the high standard which they hold as well as the strictly progressive features embodied in them. The aim of this house has been to study closely the needs of the American school and to meet in the most effective manner all the lines of modern school work.

It may be said that they have gone farther than keeping merely abreast with modern lines but have actually become leaders in the text book publishing business. The vigorous work of its agents, coupled with their fair and honorable methods of dealing with school boards, have made the firm popular with all those they have come in contact with. Their growth is a constant one as it should be. Attention is called to their advertisement in another column.

The Ling system of physical culture, published by Silver, Burdett & Co., is being introduced into a large number of the best schools of the country. The normal review system of writing, also published by this firm, was recently adopted by the Board of Education of the city of Madison, Wis.

Every issue is worth the cost of the Journal.



UTAH SCHOOL SUPERINTENDENTS.

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D. C. Hubbard, Supt.,
Willard, Utah.

Jos. S. Peery, Supt.,
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Park City, Utah.

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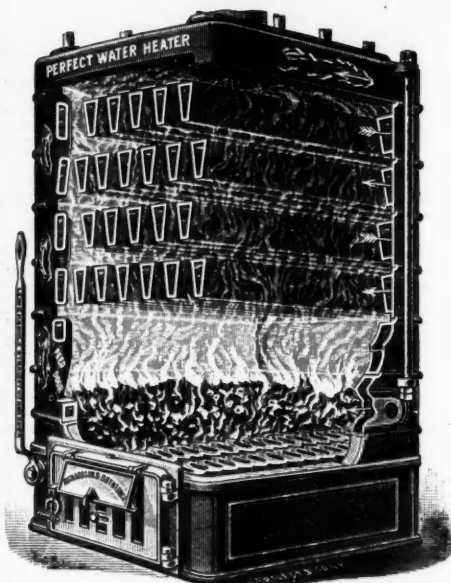
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More large Schools and Public Buildings are warmed by these "Perfect" goods than of any other make. **They are a Success.** We refer to a few of them:

Eureka Public School, San Francisco, Cal.; Public Schools at Clinton and Le Mars, Iowa, and Helena, M. T.; Catholic School, Perth Amboy, N. J.; High School, Thompsonville, Conn.; St. Mary's Catholic Church, St. Louis, Mo.; First Congregational Church, Washington, D. C.; St. Mary's Church, San Francisco, Cal.; Washington Square M. E. Church, N. Y.; Second Baptist Church, Danbury, Conn.; Crescent Ave. Church, Plainfield, N. J.; Cooley's Hotel, Springfield, Mass.; Grand Central Hotel, Johnstown, Pa.; Flower Hospital and College Building, N. Y.; Brown-Thompson Business Block, Hartford, Conn.; Flower Business Block, Watertown, N. Y.; and many others.
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One vol., about 400 pages, covering nearly 5,000 cases, with Appendix-Synopses of State Laws.

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provides for the annihilation by fire of all deposits. They are in no way connected with the ventilating system which of itself is a POSITIVE INSURANCE AND GUARANTEE against the Foul, Noxious and Deadly Odors contaminating the atmosphere of so many school rooms furnished with the imperfect and non-scientific systems on the market.

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Commands the consideration of every progressive and enlightened School Board prizing the health of their pupils higher than the "Contract Price" of the system in contemplation. The Furnaces used in this system are made expressly for Schools and Public Buildings, and embody the

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OBJECTS TO THE TEXT-BOOK LAW.

J. S. Boreman, commissioner of schools for Utah territory, says in regard to Utah's text-book law:

"I confess to a strong doubt as to the propriety of that provision of the law which authorizes, in effect, something like the giving of a five years' monopoly, by contract, to text-book publishers. There seems to be no adequate consideration therefor received by the people. The books should be furnished at a greatly reduced price to authorize such action. Neither is it wise to require that, if no changes be made, the books theretofore adopted should remain the text-books of the school. A large discretion should be left to the conventions to pursue whatever course is best for the general interest of the people; to adopt text books, but make no contracts, unless the people receive the benefit.

"The 'three days' provision in Section 70 is simply, in my judgment, to force the convention to a hasty decision without due consideration. The time for the convention to render its decision as to the text-books should not be restricted to so short a period. It is entirely too short for a careful consideration of all the various questions that will necessarily arise in regard to different books and subjects. The matter of selecting text-books, especially for five years, for so great and growing a territory as ours, is one of vital importance, and should not be hurriedly considered. Haste is not beneficial to the public, whatever may be its benefit to book publishers. Instead of 'three days,' I should prefer thirty days, or even a longer period to be inserted."

ANNOUNCEMENT.

Published May 9th in the BRADBURY'S EATON'S MATHEMATICAL SERIES, A NEW PLANE GEOMETRY, by Wm. F. Bradbury, Head Master of the Latin School of the City of Cambridge, entitled BRADBURY'S ACADEMIC GEOMETRY, price 75 cents. Examination copy will be mailed for 50 cents.

This work is designed for High Schools and Academies and is especially adapted to the present requirements for admission to the leading colleges and technical schools.

RECENTLY PUBLISHED.

COGSWELL'S LESSONS IN NUMBER IN THE BRADBURY'S EATON'S MATHEMATICAL SERIES, by Francis Cogswell, Supt. of Schools, Cambridge, Mass. Price, 25 cts. Examination copy mailed on receipt of 15 cents.

The author in his work as superintendent has given especial attention to the instruction in the Primary grades believing that to be of the first importance, and this work will be found adapted in an unequalled manner to the present requirements of Primary Schools.

It has already been extensively adopted in leading cities and towns in different parts of the country.

Circulars descriptive of the above and other educational works sent on application.

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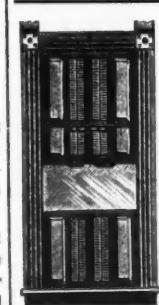
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LESSON IN SHOES.

Teacher:—"Johnnie, who makes the best shoes for little and big folks?"

Pupil:—"Why, BRADLEY & METCALF to be sure."

Teacher:—"Quite correct. Now then, Mary, can you tell how long BRADLEY & METCALF have been making these shoes?"

Pupil:—"Oh! since 1813!"

Teacher:—"Correct again. Now can you tell us their business address?"

Whole Class:—"Sign of the big boot, No. 387-393 East Water St., Milwaukee, Wis."

Teacher:—"Good, my children. There's where I always buy my shoes. They have honest goods at reasonable prices."



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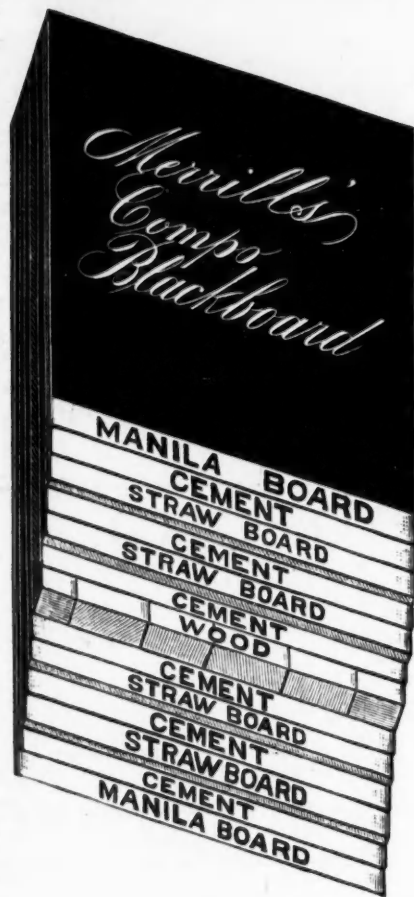
This bright, practical journal is filled to the brim with helpful suggestions and usable school-room material. Established only two years, yet has a circulation of 25,000 copies, and is rapidly growing. Why? Because the above lines describe it exactly, and teachers like it and commend it to their friends. Send a postal card request for a

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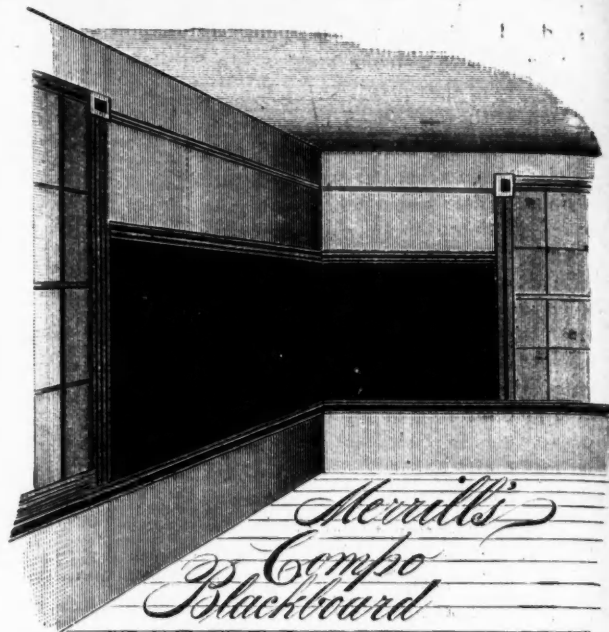


What is the Best Blackboard?

A natural slate being in small slabs with many joints, soon begins to scale off and becomes ragged and uneven at the joints.

Artificial or composition slate is almost never smooth to begin with, and is sure to chip and crack, as it is nothing but black cement mortar, and is really no better than an ordinary wall covered with slating.

So-called composition blackboards made of pulp, similarly to paper, always curl and warp. Wooden blackboards warp and split, and if made of two pieces of board will always separate. Until now there has never been a blackboard satisfactory in all respects. The Merrill Compo-Blackboard furnishes a perfectly smooth, hard and durable surface, and will never curl, warp, twist, chip, scale or split. Full description of manufacture mailed free on application.



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6. Odorless Dry or Water closets, entirely isolated from the rooms.



F. C. PARKER,
Sec'y Board of Education, St. Joseph, Mo.

The Bradbury's Eaton's Practical Arithmetic and Bradbury's New Academic Geometry have been adopted for use in all the grammar and high schools of Cambridge, Mass. These books are published by Thompson, Brown & Co., of Boston, Mass., who are also the publishers of Meservey's Single Entry Book keeping for grammar schools, Meservey's Single and Double Entry for high schools and academies. These books are clear, practical, and thoroughly adapted for business methods and are in growing demand. School committees and boards can safely adopt them without the fear of being obliged to experiment as they are excellent.

ARE YOU FOND OF FLOWERS?

Send me your address. ONE CENT for postal will do it. Mail it now to Stanley G. Leonard, Box 425, Syracuse N. Y.

THEY WERE CONVINCED.

A Committee from Muskegon, Mich., visited Chicago in May to look up a system for their new \$60,000 High School.

As might have been expected, the subsequent vote for the Hess System was unanimous.

PLAYING CARDS.

You can obtain a pack of the best quality playing cards by sending fifteen cents in postage to P. S. EUSTIS, Gen'l Pass. Agt., C. B. & Q. R. R., Chicago, Ill.



D. KINNEY, PRIN.,
Black River Falls, Wis.

THE LUCKY ONES.

Ten scholarships in the Art Department of Pratt Institute, Brooklyn, have just been awarded to the most meritorious graduates of the past year from Prang's Normal Art Classes. Each scholarship includes one hundred dollars and one year's free tuition in the Art Department of Pratt Institute, one of the best technical schools in the country. The gainers of the scholarships, whose names are given below, are all teachers actively engaged in public school service as Grade Teachers, Special Instructors or Supervisors and their work in the Classes has been done by home study and correspondence.

- Miss Milly E. Adams, Shippensburg, Pa., Instructor in Normal School.
- Miss Bertha Coleman, Brockport, N. Y., Instructor in Normal School.
- Miss Florence H. Fitch, Evanston, Ill. Grade Teacher.
- Miss Helen M. Goodhue, Newark, N. Y. Supervisor of Drawing.

Miss Jane Landon Graves, Millersville, Pa. Instructor in Normal School.

Miss Alfaretta Haskell, Oshkosh, Wis. Instructor in Normal School.

Miss Leona Hope, Meadville, Pa. Grade Teacher.

Miss Lilla A. Nourse, Rochester, N. Y. Grade Teacher.

Miss Harriette L. Rice, Ithaca and Corning, N. Y. Supervisor of Drawing.

Miss Winhelmina Seigmiller, Alleghany, Pa. Supervisor of Drawing.

The Oakland board is discussing the question of training married women as teachers.

The last report of the Seattle schools is one of the most complete, and interesting reports brought to our attention. It not only contains the usual statistics upon enrollment, attendance, finance, etc., but each department of school work is fully discussed, with an amount of enthusiasm which makes one enter into the spirit of each department, and we realize that those in charge are alive to their work.



DR. GEO. S. CASSIN,
Atlanta, Ga.

IN DAYS GONE BY—

Many a text book gained popularity by Advertising Pressure and Agency Push. The favorable sentiment existing for the book was created by Publishing House Enterprise, but be it said to the credit of the Intelligence and Independence of the Educational Folks of to-day, That Day *Has Gone By*.

More and more do teachers decide upon the merit of the publication. *No One* can get a corner on the brains of the Authors of America. Fortunately for the cause Advancement in the Educational World, men and teachers will keep Thinking, Improving and Growing and it is impossible to impose a limit on what shall be thought out by the Author, or worked out by the Artist or wrought out by the Mechanic.

Of course, teachers cannot wait for the improvement and development of the Future, they can only take advantage of present conditions. As an illustration, they can now use the latest and best plan of teaching Reading, embodied in

The Normal Course in Reading.

(THE TODD-POWELL READERS.)

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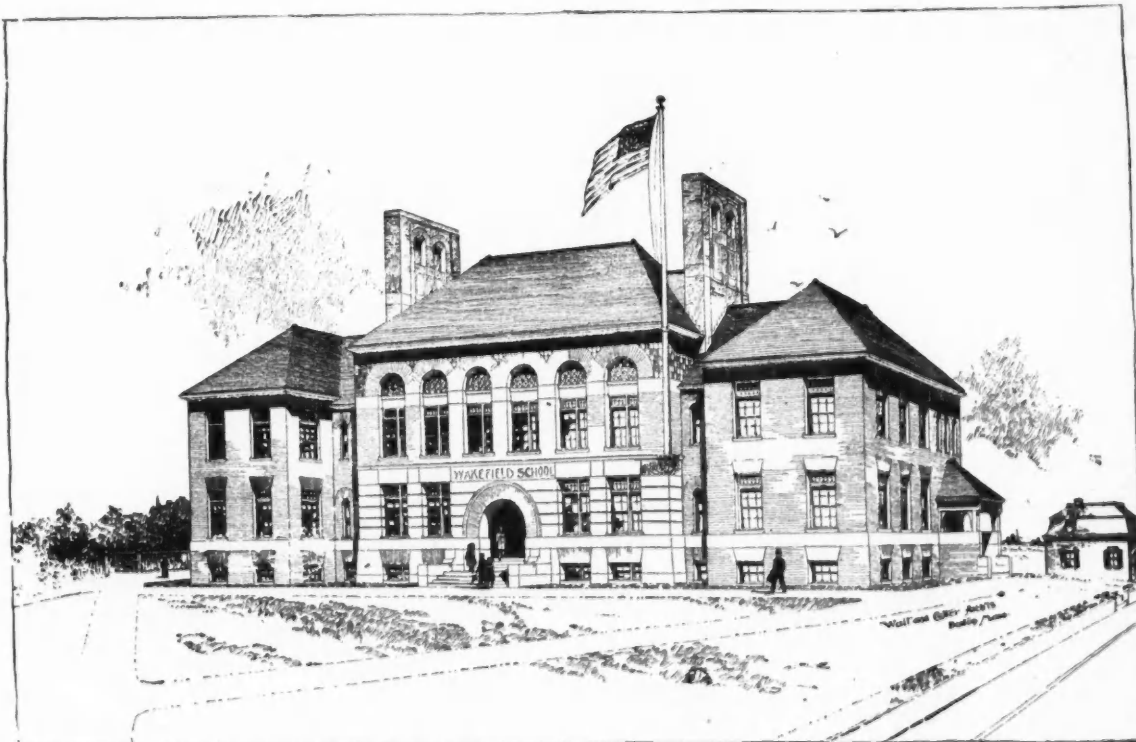
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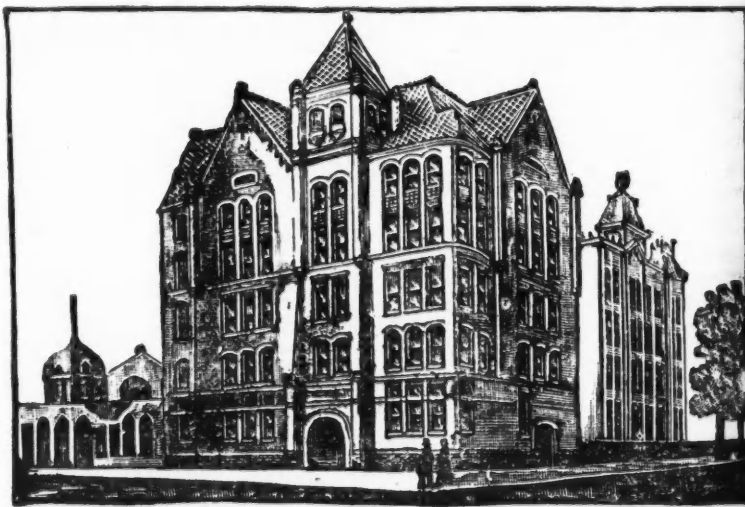
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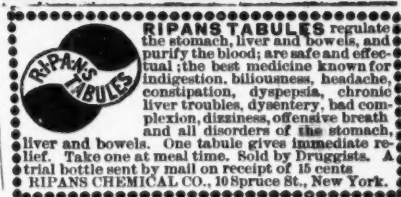
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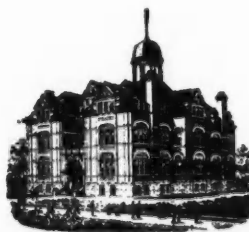
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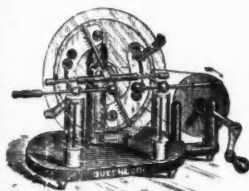
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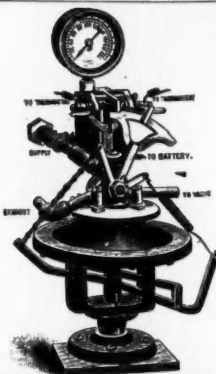
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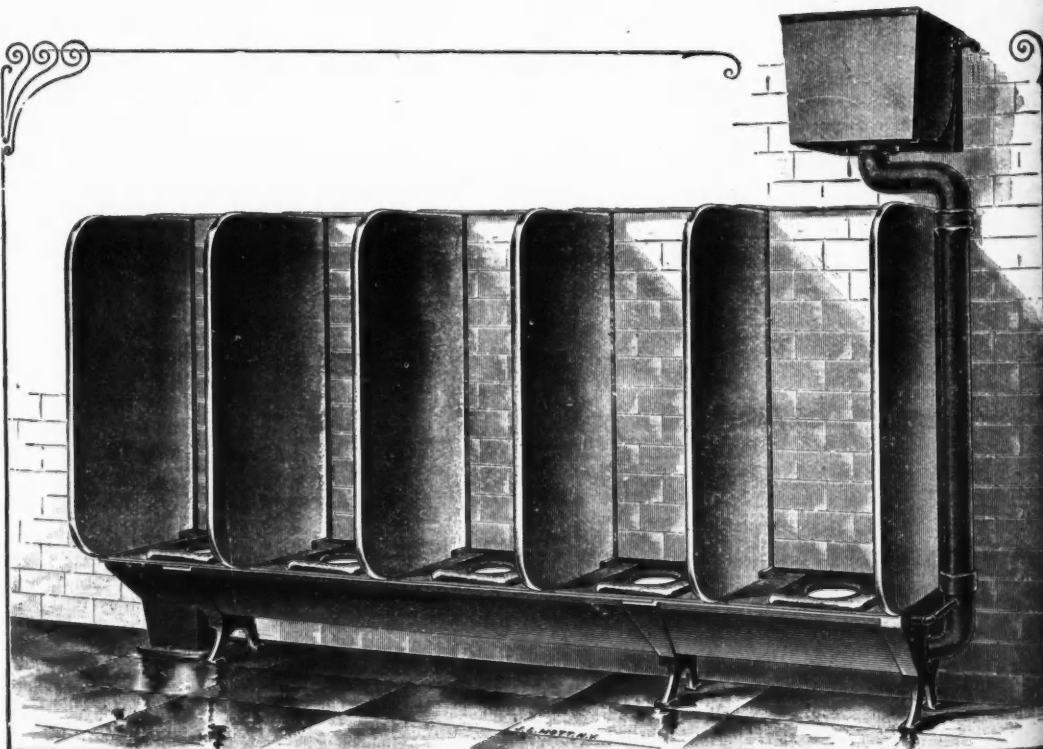
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